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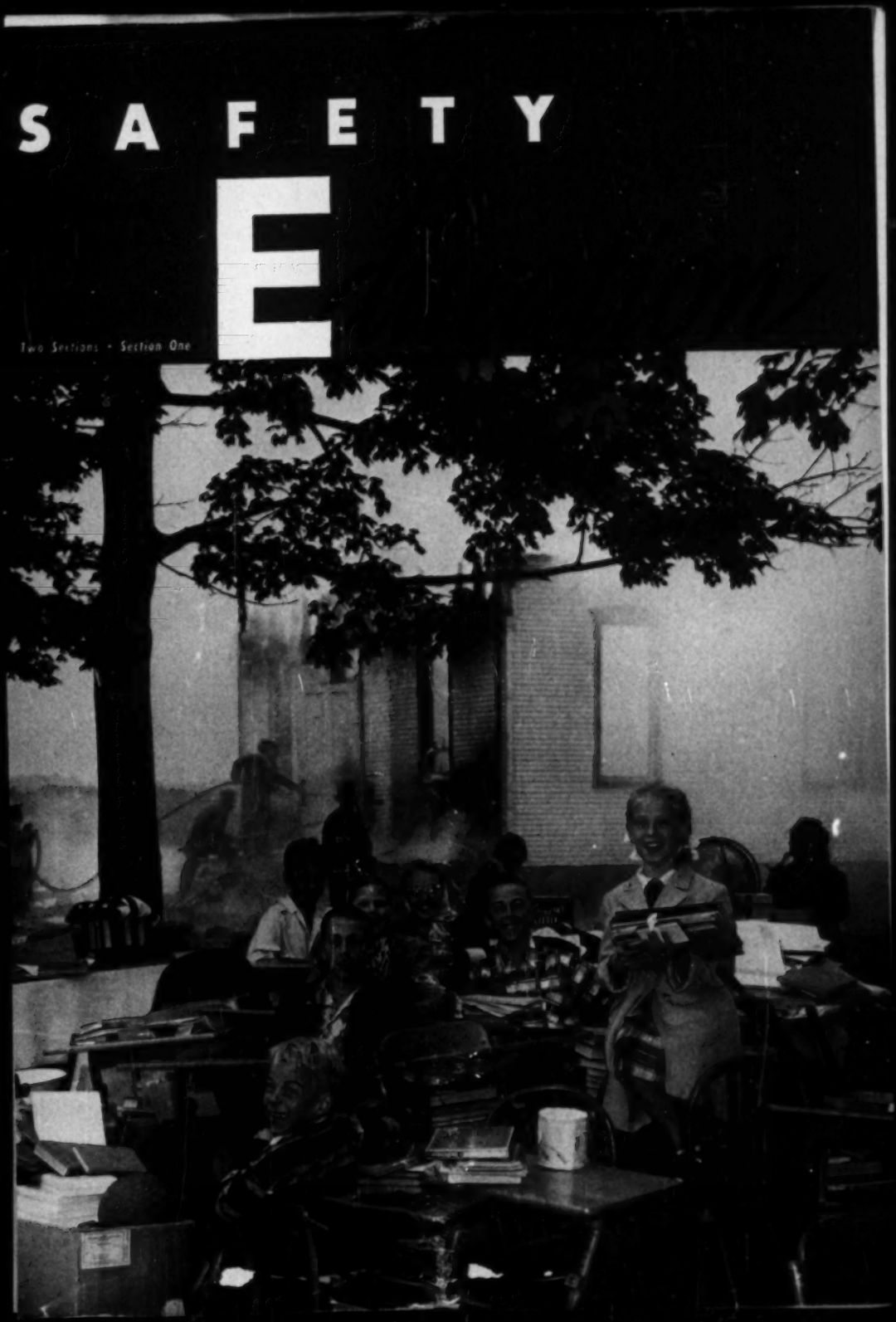
Two Sections • Section One



The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

Headquarters: 425 N. Michigan Avenue, Chicago 11, Ill.

NED H. DEARBORN, president, National Safety Council

WAYNE P. HUGHES, director, School and College Division

JOHN W. STUDEBAKER, vice president for schools and colleges, National Safety Council

School and College Conference, 1951-52

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SAFETY

Volume XXXI
No. 2
Section One

Education

• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

CHARLES W. TAYLOR, *Editor*
C. H. MILLER, *Advertising Manager*
BILL ANDREWS, *Editorial Director*

CONTENTS

Cover Picture: "Childhood Dream Come True"; This photo won third prize for Edgar M. Sachs, Lancaster (Pa.) New Era, in the first Fire Foto of the Year Contest sponsored by the National Fire Protection Association and the National Press Photographers Association.

Help Young Citizens Face Traffic Problem —Mabel H. Korber and Harry Bard 1
National Safety Congress 5
Teach Fire Control as a Safe Practice 12
Professional Firemen Teach Fire Prevention —Willard F. Neuls 13
215 Schools Win Honor Roll Award—Nils A. Lofgren 19
Honor Roll for Exceptional Effort in Safety 20
Today Seven Schools Will Catch Afire 22
Teen Agers Were Taught to Be Better Drivers 23
Auxiliaries as Guards of School Crossings —Imagene N. Holloway 24

Departments

Data Sheet No. 56—Welding and Cutting Safely 14
Views and Reviews 26
Lesson Units 27

SCHOOL AND COLLEGE COMMITTEES

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Standard Student Accident Report Committee
Chairman: **ZENAS R. CLARK**, Administrative Assistant, Wilmington (Del.) Public Schools.

Contents of SAFETY EDUCATION are regularly listed in "Education Index."

SAFETY EDUCATION is published monthly, September through May, in two sections by the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. Entered as second class matter, September 13, 1939, at the Post Office at Chicago, Ill., under the act of March 3, 1879. Copyright, 1951, by the National Safety Council. Printed in the U.S.A. Subscription price $3.50 a year. Reduced prices for quantity orders.

teachers, community unite

Help Young Citizens Face Traffic Problem

by MABEL K. KORBER anJ HARRY BARD

BALTIMORE'S biggest headache is traffic! Anything more than an "aspirin-cure" entails the active cooperation of the Baltimore public school system, its administrators, its teachers and above all its pupils.

This is the conclusion of the Planning Commission of Baltimore, a body charged with finding both an alleviation and a cure for the headache. To get that cooperation and to have that cooperation be most effective, the planning commission turned to the Community Study Workshop of the Baltimore City Public Schools.

The workshop has about 800 teachers enrolled in an afternoon in-service program. During their three years of study the teachers hope to gain some intimate knowledge of their community. They particularize, at their own choice, in such areas as housing, inter-cultural relations, social welfare, government, traffic and its related field of traffic safety.

This is the story of what the workshop is doing to help the Planning Commission of Baltimore find both the relief from and the cure of Baltimore's biggest headache.

Some idea of how fiercely throbbing is Baltimore's headache comes from the planning commission's study. Maryland's metropolis was a relatively quiet city of a half-million population in 1900. As late as 1910 the major thoroughfares connecting the shopping and industrial areas with the suburban and residential districts were doing a satisfactory job.

Then came the automobile!

The city, growing to its present million population, found that the streets which had been adequate for cable-cars, horse-drawn vehicles and trolleys could not cope with 350,000 automobiles and trucks. Some 165,000 persons

"Gee! Mister! Where CAN we play?" A question asked by other than Baltimore's school children.

The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collect mation about a for their preven nonprofit basis. safety in industr and on the farm

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SAFETY

Control FIRE

March 5, 19
Subscriptions price $2.50 a year. Reduced prices for quantity orders.

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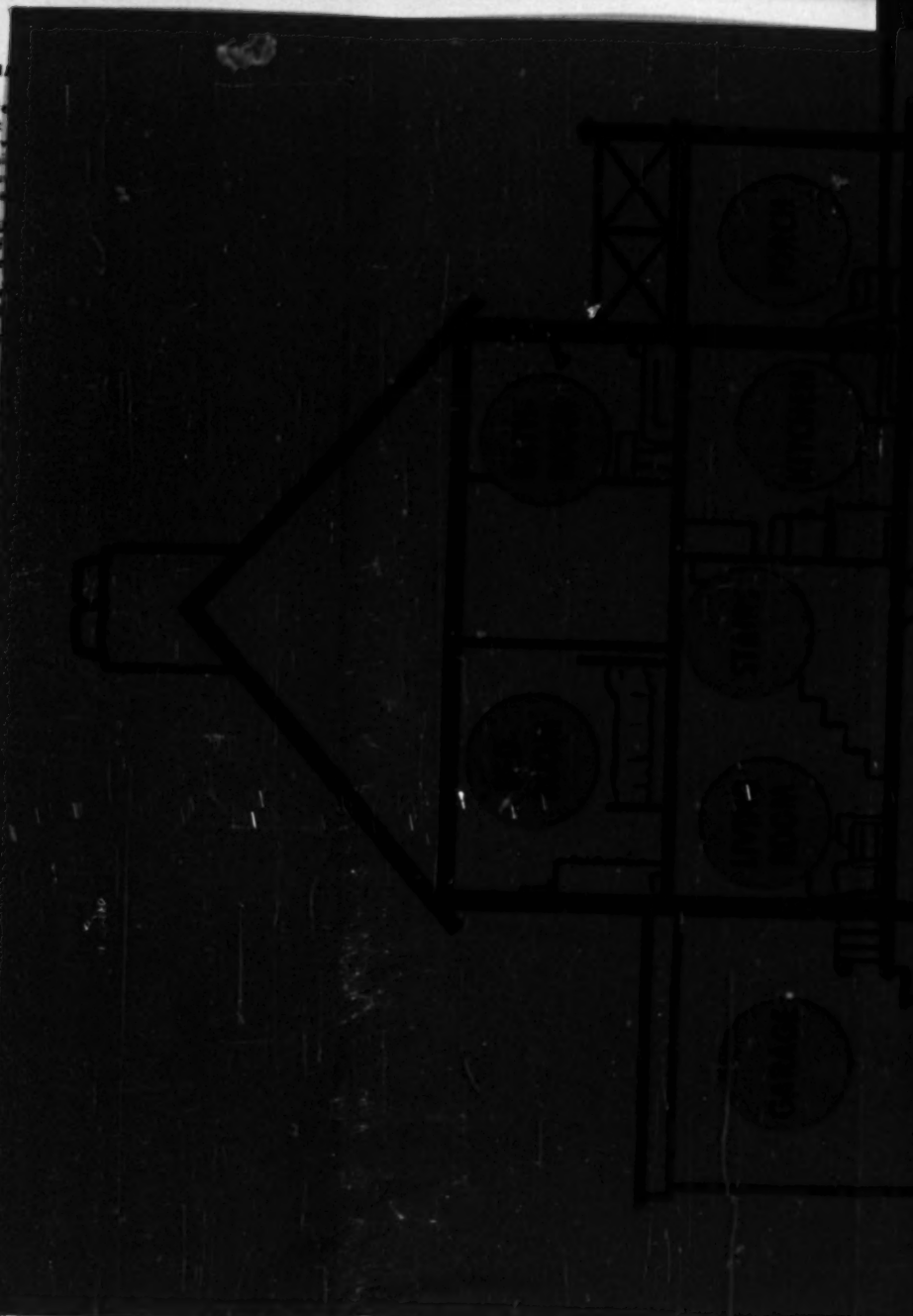
a relatively quiet city of a half-million popula-

A question
asked by other than Baltimore's school children.



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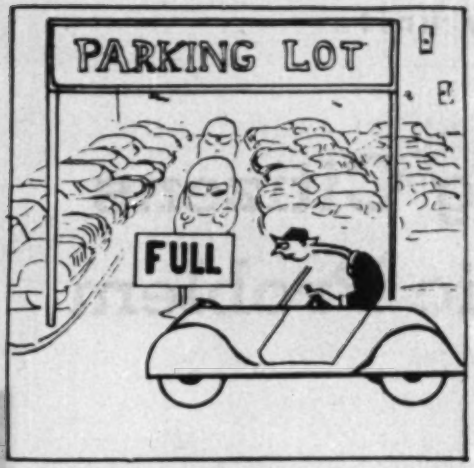
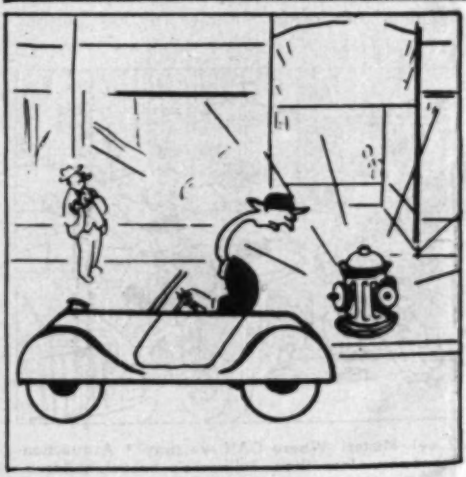
CHECK danger spots

Some idea of how fiercely throbbing is Baltimore's headache comes from the planning commission's study. Maryland's metropolis was a relatively quiet city of a half-million popula-

"Gee! Mister! Where CAN we play?" A question asked by other than Baltimore's school children.





traverse the downtown area twice daily on their ways to and from work. Shoppers, numbering 38,000 a day, visit the downtown stores. Trucks make 90,000 trips a day.

The safety of persons and the value of property were being sacrificed. In 1948 a study showed that 300,000 Baltimoreans were living in sub-standard homes where traffic was heaviest, noise the loudest and grime the dirtiest.

The slaughter of 77 persons in traffic accidents that year put a new emphasis on the immediate need for finding an answer.

No cataclysmic solution was feasible. Instead, the planning commission recognized that a two-front attack was needed. First, something had to be done immediately. Second, a long-term master plan was formulated envisioning a more permanent solution. The schools were recognized as important to the success of both phases.

The palliative for the headache was the establishment of one-way streets. The traffic habits of the school children would have to be re-formed. Pupils crossing these highways going to and from schools would need to learn new patterns.

Re-educate for Parking

The creation of off-street parking facilities and limitations on parking on arterial streets both call for some re-education in which the schools can be effective.

Success of the long-term plan, a 25-year project the cost of which in today's dollars is two hundred millions, will be determined largely by pupils now in school. They will be the ones who will vote on the periodic bond issues needed to finance the cost of condemnations and construction, the relocation of people and businesses.

The relationships of education to both the quick and long-term traffic problems were recognized by the worshop and by the planning commission.

The short-term problem of re-forming traffic habits of the pupils to conform with the new one-way and arterial streets was seen as calling for school-wide action with the emphasis in the early elementary grades and especially in those classes having safety patrols.

For the long-term problem, however, a joint committee of the workshop and planning commission decided to publish a traffic booklet which it was felt would be best suited to the secondary level.

An earlier adult report of the commission was then carefully studied by the workshop

members. Explanations, descriptions and general information were simplified so that children could use this and newer materials created by the committee without having to overcome difficulties presented by the reading matter or unusual expressions.

Thus *Traffic and You* was published.

One of the first questions to be asked was how to make the information attractive to boys and girls. An art teacher from one of the high schools did many of the illustrations in the style found effective by comic books. Widest possible use was made of graphs, charts and pictures.

Traffic and You has one or more pages devoted to each of the phases of the traffic problem. "The Automobile Has Changed Our Way of Living" illustrates with four pictures the change in the number of automobiles using Baltimore's streets. In "Downtown" Lord Baltimore is pictured, astride his horse, overlooking a sea of motor vehicles. "Imagine Lord Baltimore's surprise," the report says, "if he were to see downtown Baltimore today. The traffic congestion in the morning and evening rush periods is enough to make anyone want to move to the country."

After examining "The Automobile Is Here to Stay—Its Problem Must Be Solved" the student can understand the import of traffic congestion. By means of a cartoon, several pictures, a graph and a number of paragraphs he learns not only that the automobile is here to stay but that it is increasing in numbers even faster than our population.

"Why Is Traffic Such a Mess?" develops the following points: (1) from home to work; (2) from home to shopping; (3) from home to play; (4) the flow of goods. Pictures and illustrations show how the everyday life of the individual creates traffic problems.

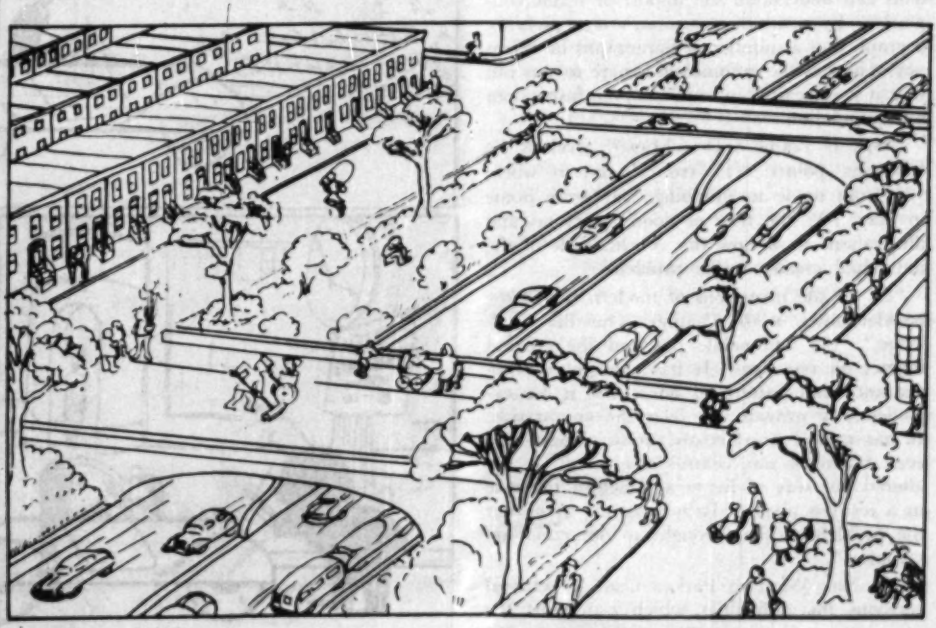
"Of all the inventions of modern time," the booklet states in the chapter "Our Big Challenge," "the automobile has had the greatest impact on our lives. It has changed the appearance and pattern of our cities; it has exploded city growth out over the countryside. It has caused confusion, noise, danger and even blight of our central city areas. It has altered our way of living and helped to make us a rest-less people. Its benefits are many but the problems it has brought to our cities are complex."

"So You Want to Park a Car" presents in cartoons the difficulties which confront the

(Please turn to page 36)

For two illustrations see next page.

An illustration from Traffic and You, the booklet prepared by the Baltimore teachers' workshop to explain the impact of the automobile. "Many of Baltimore's streets look like this," it asserts.



Traffic and You contrasts this scene, where through traffic is channeled into depressed-level expressways, with the picture above. The streets could look like this, it declares.—from Traffic and You

National Safety Congress Chicago, October 8 to 12

CHICAGO will be the safety center of the nation, October 8-12, when experts in all phases of safety will meet for the 39th National Safety Congress and Exposition. Sessions of the School and College Division of the National Safety Council will be held in the Morrison hotel. The program:

Monday Morning

October 8, Stevens Hotel
Second Floor, Grand Ballroom
10:00 o'clock

Organ Selections at 9:30

Annual Council Meeting

Presiding: NED H. DEARBORN, President, National Safety Council.

1. **The National Anthem.**
2. **Invocation.**
3. **(a) Roll Call.**
   (b) Reading and Disposal of Unapproved Minutes.
4. **Report of Nominating Committee.**
   GEORGE A. JACOBY, Chairman.
5. **Elections.**
6. **Address.**
   HELEN HULL JACOBS, Lieutenant Commander, United States Navy, Washington, D. C.
7. **Address.**
   MILLARD CALDWELL, Administrator, Federal Civil Defense Administration, Washington, D. C.
8. **Six Steps Ahead.**
   NED H. DEARBORN.

Monday Afternoon

October 8, Morrison Hotel
First Floor, Mural Room
1:30 o'clock

Business Meeting

Safety Education Supervisors Section, N.S.C.

Presiding: RAY O. DUNCAN, Director, Health, Physical Education, Recreation and Safety, State Department of Public Instruction, Springfield, Ill.; General Chairman, Safety Education Supervisors Section, N.S.C.

Report of Standards Committee.
LONNIE GILLILAND, Director of Safety Education, Oklahoma City Public Schools, Oklahoma City, Okla.; Chairman.

Report of Charter for Children and Youth Committee.
PAUL E. LANDIS, State Supervisor, Health, Physical Education, Recreation and Safety, State Department of Education, Columbus, Ohio; Chairman.

Report of Congress Program Committee.
CECIL G. ZAUN, Supervisor, Health and Safety Education, Los Angeles Board of Education, Los Angeles, Calif.; Chairman.

Report of History and Development of School Safety Education Committee.
MARY MAY WYMAN, Supervisor, Safety and Special Education, Louisville Public Schools, Louisville, Ky.; Chairman.

Report of Instructional Material Service Evaluating Committee.
CLAUDE W. HIPPLER, Director of Child Welfare and Safety Education, Pasadena City Schools, Pasadena, Calif.; Chairman.

Report of Membership Committee.
ZENAS R. CLARK, Administrative Assistant, Wilmington Public Schools, Wilmington, Del.; Chairman.

Report of Nominating Committee.
GEORGE FARKAS, Director of Health, Physical Education and Safety, Indianapolis Public Schools, Indianapolis, Ind.; Chairman.

Monday Afternoon

October 8, Morrison Hotel
First Floor, Mural Room

Session No. 1

General Session

Conducted by the Safety Education Supervisors Section, N.S.C.

Presiding: RAY O. DUNCAN, State Director, Health, Physical Education, Recreation and Safety, State Department of Public Instruction, Springfield, Ill.; General Chairman, Safety Education Supervisors Section, N.S.C.

2:30 **Why Schools Should Have a Supervisor of Safety Education.**
OMER CARMICHAEL, Superintendent, Louisville Public Schools, Louisville, Ky.

3:00 **Discussion.**

3:15 **Public Relations and Safety Education.**
PAUL JONES, Director, Bureau of Public Information, N.S.C.

3:35 **Discussion.**

3:50 **Honoring the Retiring General Chairman.**
NORMAN E. BORGERSON, Assistant Superintendent, State Department of Public Instruction, Lansing, Mich.; Member, Board of Directors, N.S.C.

Monday Afternoon

October 8, Morrison Hotel
Second Floor, Roosevelt Room

4:00 **Social Hour.**

Monday Evening

October 8, Morrison Hotel
Mezzanine, Hollywood Room

Session No. 2

Group Meeting Sponsored by the Safety Education Supervisors Section, N.S.C.

Presiding: NORMAN E. BORGERSON, Assistant Superintendent, State Department of Public Instruction, Lansing, Mich.

7:45 **Specifics of Integration.**
MARY DAN COLEMAN, Co-ordinator, Safety Education, State Department of Education, Atlanta, Ga.

8:15 **Stump the Experts—A Problems Panel on Integration.**
Moderator:
R. L. BARRICK, Supervisor, Section on Safety Education, Pittsburgh Public Schools, Pittsburgh, Pa.

Participants:
ELIZA E. CALLAS, Supervisor of Safety Education, Montgomery County Public Schools, Kensington, Md.
MARSHALL R. CRAWSHAW, Consultant, Safety Section, Los Angeles Board of Education, Los Angeles, Calif.
GEORGE FARKAS, Director of Health, Physical Education and Safety, Indianapolis Public Schools, Indianapolis, Ind.
FORREST GAINES, Supervisor of Safety Education, State Department of Education, Baton Rouge, La.

Tuesday Morning

October 9, Morrison Hotel
Mezzanine, Hollywood Room

Session No. 3

Group Meetings on Secondary Schools

Presiding: PETER B. RITZMA, District Superintendent of High Schools, Chicago Public Schools, Chicago, Ill.; Chairman, Secondary School Committee, N.S.C.

9:45 **Presentation of the Program.**
CHARLES J. KRAFT, JR., Assistant Director, Health Education, Board of Education of the City of New York, Brooklyn, N. Y.; Chairman, Program Committee.

9:50 **Safety—An Adventure in Living.**
(An Address)
J. BURTON VASCHE, Commissioner of Education, State Department of Public Instruction, Denver, Colo.

10:15 **What Are the Problems to be Met in Establishing and Operating General Safety Education in High Schools? (General Discussion)**
Recording or Blackboard Secretary—C. BENTON MANLEY, Director of Secondary Education, Public Schools, Springfield, Mo.
General categories of questions suggested for initial consideration:

Group A—Administration.
Securing administrative support for general safety education; lack of secondary school participation in Standard Student Accident Reporting; values and techniques of school plant inspection.

Group B—Instruction.
Determining teacher responsibility for the program; in-service teacher education; methods; materials, etc.

Group C—Student Participation.
Student councils and commissions, school safety patrols, etc.

11:15 **Organization Session of Group Work Conferences.**

Group A—Administration—Mezzanine—Hollywood Room.
Led by: CECIL G. ZAUN, Supervisor, Health and Safety Education, Los Angeles Board of Education, Los Angeles, Calif.

Group B—Instruction—2nd Floor, Parlor F.
Led by: J. BURTON VASCHE.

Group C—Student Participation—2nd Floor, Parlor G.
Led by: GERALD M. VAN POOL, Director of Student Activities, National Association of Student Councils of the National Association of Secondary-School Principals, National Education Association, Washington, D. C.

Tuesday Afternoon

October 9, Morrison Hotel

2:00 **Continuation of Work Conferences.**
Mezzanine, Hollywood Room.
Group A—Administration.
Second Floor, Parlor F.
Group B—Instruction.
Second Floor, Parlor G.
Group C—Student Participation.

4:00 **Combined Meeting of Work Conferences, Mezzanine—Hollywood Room.**

Session No. 4

Presiding: HERMAN J. NORTON, Director, Health, Safety and Physical Education, Rochester Public Schools, Rochester, N. Y.

Tuesday Afternoon

October 9, Morrison Hotel
Mezzanine, Embassy Room

Session No. 5

Group Meeting on Safety in Vocational Education Sponsored by the Joint Safety Committee of the American Vocational Association and the National Safety Council

Presiding: HOWARD CLEVELAND FETTEROLF, Chief, Agricultural Education, State Department of Public Instruction, Harrisburg, Pa.; President, American Vocational Association.

2:00 **The National Standard School Shop Safety Inspection Check List.**
GORDON C. GRAHAM, Supervisor, Safety Education Department, Detroit Public Schools, Detroit, Mich.; Chairman, American Vocational Association Check List Subcommittee for President's Conference on Industrial Safety.

2:30 **Proper Use of Visual Aids in the Teaching of Safety in Vocational Education.**
J. STANLEY MCINTOSH, Assistant Director, Motion Picture Association of America, Inc., Washington, D. C.

3:00 **A Practical Program of Eye Protection in the School Shop. (Round Table Discussion with Audience Participation)**
On such subjects as:
What are the essentials of good eye protection?
What does industry expect?
What are the problems?
What is a practical program?

Discussion Leader: C. L. GREIBER, State Director, Vocational and Adult Education, The State of Wisconsin, Madison, Wis.

Participants:
DEWEY F. BARICH, Head, Industrial Arts Department, Kent State University, Kent, Ohio.
N. P. INGALLS, Safety Engineer, Norton Company, Worcester, Mass.
GORDON O. JOHNSON, Instructor, Shortridge High School, Indianapolis, Ind.
M. F. SHIELDS, Industrial Sales Department, Willson Products, Inc., Reading, Pa.
ROY R. VAN DUZEE, Director of Vocational and Adult Education, West Allis, Wis.

Tuesday—All Day

October 9, Morrison Hotel
Rooms 427-429-432

Session No. 6

Film Showing

Note: List of films to be shown, with time schedule, will be distributed at all School and College sessions on Monday, October 8.

Wednesday Morning and Afternoon

October 10, Morrison Hotel, First Floor, Parlors B, C and D

Session No. 7

Group Meeting on Extending Safety Education for the Elementary School Child, Sponsored by the Elementary School Section, N.S.C.

Materials for Elementary Instruction, prepared by students of Indiana University, Bloomington, Ind.; displayed through the courtesy of C. WESLEY DANE, School of Health, Physical Education and Recreation, Indiana University.

Morning Session

Presiding: RUTH JEWELL, Teacher, Oak Ridge Schools, Oak Ridge, Tenn.

9:45 **To Work We Go.**
JAMES W. MANN, Principal, Hubbard Woods School, Winnetka, Ill.; General Chairman, Elementary School Section, N.S.C.

10:15 **Group A—Parlor B.**
How Can We Extend Safety Education for the Elementary School Child IN THE SCHOOL?
Chairman: ELIZA E. CALLAS, Supervisor of Safety Education, Montgomery County Public Schools, Kensington, Md.
Resource Persons:
LILLIAN GILLILAND, Elementary Teacher, Britton School Britton, Okla.
HELEN S. HOLBROOK, Housing Specialist, Bureau of Human Nutrition and Home Economics, U. S. Department of Agriculture, Washington, D. C.
RUSSELL A. PERRY, Superintendent of Recreation, Wilmette Recreation Board, Wilmette, Ill.
Reporter: MARY MAY WYMAN, Supervisor, Safety and Special Education, Louisville Public Schools, Louisville, Ky.

10:15 **Group B—Parlor C.**
How Can We Extend Safety Education for the Elementary School Child IN THE HOME?
Chairman: BERTHA TRUNNELL, Principal, Auburndale Graded School, Jefferson County Schools, Louisville, Ky.
Resource Persons:
FRED V. HEIN, Consultant, Health Education and Physical Fitness, American Medical Association, Chicago, Ill.
MARY M. MCGINLEY, Principal, Jackson School, Allentown, Penna.
HAZEL E. THOMPSON, Supervisor, Homemaking Education, Kansas State Board for Vocational Education, Topeka, Kan.
Reporter: MAYME MCCARTER, Northern Michigan College of Education, Marquette, Mich.

10:15 **Group C—Parlor D.**
How Can We Extend Safety Education for the Elementary School Child IN THE COMMUNITY?
Chairman: LAURA M. CORY, Supervising Principal, City School District, and Chairman Superintendent's Safety Committee, Hamilton Public Schools, Hamilton, Ohio.
Resource Persons:
ELIZABETH W. ROBINSON, Program Consultant, American Junior Red Cross, Washington, D. C.
VIRGINIA WHEELER, Health and Safety Supervisor, Jefferson County Schools, Louisville, Ky.
NORMA F. WULFF, Member, Cleveland Board of Education, and Vice-President for Home Safety and Women's Activities, Greater Cleveland Safety Council, Cleveland, Ohio.
Reporter: PAUL E. WILSON, Director, Middletown Safety Council, Middletown, Ohio.

SOME

Dewey F. Barich

J. E. Corbally

Laura M. Cory

Ray O. Duncan

Lonnie Gilliland

Gordon C. Graham

C. L. Greiber

George Harper

C. Benton Manley

James W. Mann

Marjorie Martin

R. N. McFarlin

R. R. Van Duzee

G. M. Van Pool

E. C. Welshimer

Paul E. Wilson

CONGRESS SPEAKERS

Charlotte Eck

Lorin Elder

George Farkas

H. C. Fetterolf

Fred V. Hein

John W. Hill

N. P. Ingalls

C. J. Kraft, Jr.

Mary McGinley

Peter B. Ritzma

E. W. Robinson

L. R. Silvernale

B. L. Woodcock

Norma Wulff

M. C. Yost

Wednesday Afternoon

Parlors B, C and D

Session No. 8

Presiding: JAMES W. MANN.

2:00 **Orchids in Parchment.**
NORMAN E. BORGERSON, Assistant Superintendent, State Department of Public Instruction, Lansing, Mich.

2:10 **Extending Safety Education for the Elementary School Child. (Panel Discussion)**
Chairman: THELMA REED, Principal, William Volker School, Kansas City, Mo.
Reports of three groups which met in the morning (ten minutes each).
For Group A—MARY MAY WYMAN, Reporter.
For Group B—MAYME MCCARTER, Reporter.
For Group C—PAUL E. WILSON, Reporter.
Open Discussion—Audience Participation.

3:15—Breathing Life Into Our Hopes.
GARRY CLEVELAND MYERS, Editor, *Highlights for Children*, Columbus, Ohio.

Wednesday Morning

October 10, Morrison Hotel
Mezzanine, Hollywood Room

Session No. 9

Current Safety Problems in School Transportation

Presiding: LESLIE R. SILVERNALE, Co-ordinator, Driver Education, Continuing Education Service, Michigan State College, East Lansing, Mich.

Recorder: MARJORIE MARTIN, Director, School Bus Driver Training, New Mexico State Department of Education, New Mexico Western College, Silver City, N. M.

9:45 **Resource Panel.**
Participants:
PAUL BOGGS, Director of School Transportation, State Department of Education, Charleston, W. Va.
C. C. BROWN, Director, Division of Transportation, State Board of Education, Raleigh, N. C.
R. C. SALISBURY, Director, Safety Division, Motor Vehicle Department, The State of Wisconsin, Madison, Wis.
EARL C. WELSHIMER, Supervisor of Transportation, State Department of Education, Columbus, Ohio.

Discussion Questions:
Are teen-agers safe, competent school bus drivers?
Should vehicle standards require emergency doors in all school buses to be located in the center rear of the vehicle?
Should alternately flashing lights be used to designate school buses?
Do driver awards contribute to driver efficiency?
What action should be required of vehicle operators approaching school buses stopped to load or unload pupils—on double-lane highways? on multiple-lane highways?
How should school bus accident data be secured? used?
Are school bus patrols advisable? How should they be organized? What should they do?
Should propane, butane or gasoline be used in school buses?
Other pertinent questions raised by delegates.

Wednesday Afternoon

October 10, Morrison Hotel
Mezzanine, Hollywood Room

Session No. 10

Group Meeting on High School Driver Education, Conducted by the Driver Education Section, N.S.C.

Presiding: BERT L. WOODCOCK, Director of Safety Education, Iowa State Teachers College, Cedar Falls, Iowa; Retiring General Chairman, Driver Education Section, N.S.C.

2:00 **Driver Education Section Business Meeting. Discussion on Problems of Driver Education.**
Discussion Leader: A. E. FLORIO, Director, Safety Education Activities, Department of Physical Education, University of Illinois, Urbana, Ill.; Incoming General Chairman, Driver Education Section, N.S.C.

2:15 **A Plan for Increased Practice Driving Per Car Per Period.**
JAMES B. FRITCHMAN, Manager, Industrial Relations, B. F. Goodrich Company, Port Neches, Texas; President, Board of Trustees, Port Neches Independent School District.

2:35 **A Plan for Driver Education for Small Schools.**
W. EVERETT JUILLERAT, Director of Driver Education, Whitley County Schools, Columbia City, Ind.

2:55 **Open Discussion.**

Banquet

Wednesday Evening

October 10, Stevens Hotel
Second Floor, Grand Ballroom
6:30 o'clock (Informal)

Presiding: CHARLES R. COX, President Kennecott Copper Corporation, New York, N. Y.; Chairman, Board of Directors, N.S.C.

Address.
(Speaker to be announced)

Music **Entertainment** **Favors**

(Tickets Must Be Purchased in Advance)

Thursday Morning

October 11, Morrison Hotel
Mezzanine, Hollywood Room

Session No. 11

Group Meeting on High School Driver Education, Conducted by the Driver Education Section, N.S.C.

Presiding: A. E. FLORIO, Director, Safety Education Activities, Department of Physical Education, University of Illinois, Urbana, Ill.; General Chairman, Driver Education Section, N.S.C.

9:45 **Honoring the Retiring General Chairman.**
STEPHEN JAMES, Director, Education Division, Automotive Safety Foundation, Washington, D. C.; Member, School and College Conference, N.S.C.

9:50 **Enriching the Classroom Instruction.**
MERRILL C. YOST, Educational Director, Association of Casualty and Surety Companies, New York, N. Y.

10:15 **Enriching the Practice Driving Instruction.**
CHARLOTTE ECK, Dayton Public Schools, Dayton, Ohio.

10:45 **Audience Discussion on Enrichment of Instruction for the Driver Education Course.**
Moderator: RAY N. MCFARLIN, Supervisor of Safety Education, Department of Instruction, Board of Education, Cleveland, Ohio.

Thursday Morning

October 11, Morrison Hotel
Rooms 427-429-432

Session No. 12

Group Meeting Conducted by the Higher Education Committee, N.S.C.

Presiding: JOHN E. CORBALLY, Professor of Secondary Education, University of Washington, Seattle, Wash.; General Chairman, Higher Education Committee, N.S.C.

9:45 **Where Do We Go from the Cincinnati Conference?**
M. R. TRABUE, Dean, School of Education, The Pennsylvania State College, State College, Pa.; Chairman, National Commission on Safety Education, National Education Association.

10:15 **What is Happening on One Campus.**
EUGENE B. ELLIOTT, President, Michigan State Normal College, Ypsilanti, Mich.

10:45 **Campus Safety Subcommittee.**
Report of Chairman: JOHN W. HILL, Director, Workmen's Compensation Insurance, Texas Agricultural and Mechanical College, College Station, Texas.

Implications of the Section on "Safety in the College Community," from the Cincinnati Report.
GEORGE W. HARPER, Associate Professor of Mechanical Engineering, University of Illinois, Urbana, Ill.

Discussion.
Committee Members:
RAY F. ARCHER, Director of Insurance and Retirement, University of Minnesota, Minneapolis, Minn.
LORIN J. ELDER, Supervisor, Safety Division, The Pennsylvania State College, State College, Pa.
GEORGE W. HARPER.
JOHN W. HILL.
ROBLEY WINFREY, Civil Engineering Department, Iowa State College, Ames, Iowa.

Thursday Afternoon

October 11, Morrison Hotel
Lower Lobby, Terrace Casino Room

Session No. 13

Joint Meeting—All Public Safety Delegates

Presiding: NED H. DEARBORN, President, National Safety Council, Chicago.

2:15 **Opening Remarks.**
NED H. DEARBORN.

Our Children Can Have a Safe Community

2:25 **"When the Educator Co-operates."**
WAYNE O. REED, Assistant Commissioner of Education, U. S. Office of Education, Division of State and Local School Systems, Washington, D. C.

2:55 **"When the Industrialist Co-operates."**
(Speaker to be announced)

3:25 **"When the Public Official Co-operates."**
(Speaker to be announced)

3:55 **"It's Everybody's Business—Together."**
JOSEPH M. KAPLAN, Secretary-Manager, Greater Los Angeles Chapter, N.S.C.

4:15 **Discussion.**

Congress Party

Thursday Evening

October 11, Stevens Hotel
Second Floor, Grand Ballroom
9:00 to 1:00 o'clock

Dancing **Entertainment**

(Tickets Must Be Purchased in Advance)

Civil Defense

The following industrial sections will have programs, or parts of programs, dealing with civil defense. For fuller details, see the complete Congress program.

Annual Council Meeting

Monday, October 8, 10:00 a.m.
Grand Ballroom, Stevens Hotel

Address.
MILLARD CALDWELL, Administrator, Federal Civil Defense Administration, Washington, D.C.

American Society of Safety Engineers

Tuesday, October 9, 10:30 a.m.
Grand Ballroom, Stevens Hotel

An Introduction to Effects of Atomic Weapons.
LIEUTENANT ALLEN W. KENNY, M.S.C.—U. S. N., Bureau of Medicine and Surgery, Washington, D. C.

Industrial Nursing Section

Wednesday, October 10, 10:45 a.m.
Upper Ballroom, Stevens Hotel

The use of oxygen therapy in civil defense will be demonstrated.

Subject Session

Friday, October 12, 9:45 a. m.
Second Floor, Gold Room, Congress Hotel

Civil Defense and the Safety Engineer.

winnetka teacher, fireman say

Teach Fire Control As A Safe Practice

DOES FIRE Prevention Week, with its emphasis on an already dramatic subject, do more harm than good, especially among the younger, more impressionable children?

Members of the Parent Teacher Association of the Hubbard Woods School, Winnetka, Illinois, wanted an answer to the question. They went to Rod A. Porter, fire marshal of the Village of Winnetka, and to James A. Mann, principal of the Hubbard Woods School, for their answers.

Here is what Mr. Porter told them:

"The results of fire departments' efforts to instill fire safety in the minds of small children, more particularly those from pre-school age to third grade, are a moot matter.

"Depending upon whether one's point of view is inspired by purely academic or by professional consideration, opinions are apt to be irreconcilable. Even all fire chiefs are not in agreement concerning the degree of success which their efforts to mold the minds of young children have met.

"Sometimes circumstances arise which appear to discredit such effort. The fact that some small children become involved in fire-setting activities at home or in their neighborhood at a time when fire prevention activities are at a peak in the community, probably lends credence to the opinion that such a program may prove to be a boomerang insofar as the lower age groups are concerned and that the results obtained are the reverse of those intended.

"I must admit that I have had occasion to speculate upon the wisdom of juvenile fire prevention education as it is commonly carried on by fire departments. In certain instances the results are not encouraging. However, considering these programs broadly, it seems to me that their merits outweigh their deficiencies.

"The plain fact is that youngsters, like adults, react differently when exposed to certain circumstances and experiences.

"Most educational effort is designed to contribute something of worth to the knowledge and development of the pupil. There will always be those who derive little from the experience.

"But we must recognize that there will be many more who will gain something of worth from it.

"It seems logical for me to assume that those children are in the minority who are adversely affected, who want to experiment with fire as the result of their being exposed to fire prevention talks, participating in fire drills, witnessing fire department demonstrations, reading or looking at fire prevention literature and seeing uniformed firemen. Surely this is not their only experience with fire.

"Because some children practice fire prevention in reverse, it does not appear proper to conclude that children generally receive little benefit from, or are actually worse off for having had these experiences.

"A member of your Winnetka fire department had this to say on the subject:

"'I believe that every child has a right to know the right from the wrong of fire safety.'

"Our children are taught to cross streets carefully, to ride bicycles safely, and are otherwise

(Please turn to page 40)

to 1,000 scranton children

Professional Firemen Teach Fire Prevention

by WILLARD F. NEULS

OUR CHILDREN go to school in the fire house.

Because for more than ten years "children playing with matches" has been a major cause of fires in Scranton and because our adults apparently were not assuming their responsibilities in reducing the hazard, it was decided by a local group, organized as a fire prevention committee, to take our case directly to the school children.

So we set up a "course of study," arranged for instruction, and recognized graduates of the "school."

Children between ten and twelve years old are enrolled in our course. They meet, once a week for four weeks, in the fire house nearest their homes. A ranking officer of the fire department acts as their instructor. At the end of the course the children take an examination and successful pupils are awarded Junior Fire Department badges at a public ceremony.

Our first class had 445 graduates. The second class had 196. During the summer months 175 children in summer camps were trained to be Junior Firemen.

By the time Fire Prevention Week rolls around this October we hope to have graduated 1,000 Scranton boys and girls as Junior Firemen.

It is, of course, too early for us to have any statistical evidence of the worth of our program but spokesmen for the sponsoring community groups are enthusiastic enough that they are determined to make the training of Junior Firemen an ongoing process in Scranton.

Because our program is unique in American cities we think other communities might be interested in some of the details.

"Children playing with matches" is not the only major cause of fires. Other principal causes, according to our records, are careless smoking, dirty and defective chimneys, misuse of electrical equipment and appliances, and accumulation of rubbish in cellars, attics and closets.

All of these, with the exception of faulty chimneys, are susceptible to reduction by the training of children. So our first week's lessons cover the

(Please turn to page 37)

"Graduates" of a fire prevention course, these Scranton boys get their Junior Fireman badges.

MR. NEULS is chairman of the fire prevention committee of the Scranton, Pa., Chamber of Commerce.

safety education data sheet–

No. 56

Welding and Cutting Safely

STATISTICS

1. More pupils are hurt in school shops than in any other place inside the school building with the exception of the gymnasium. Although there are no statistical breakdowns showing the relative exposures in shops and in gymnasiums, there is reason to believe that on the basis of pupil-hours, the accident rate in shops may equal the accident rate in gymnasiums.

THE PROBLEM

2. The principal hazards in welding shops, not necessarily listed in the order of their frequency, are:

Fire.
Burns.
Electrical shock.
Metal vapor poisoning.
Contusion and bruises.
Explosions of compressed and/or inflammable gases.

PROTECTION OF THE WELDER

3. The temperature of an electric arc is approximately 6000°C. The temperature of an oxy-acetylene flame is 3500°C. The temperature of an oxy-hydrogen flame is 2800°C. Hot metal splashes for varying distances in all welding and cutting processes except those using inert gas and atomic hydrogen, therefore:

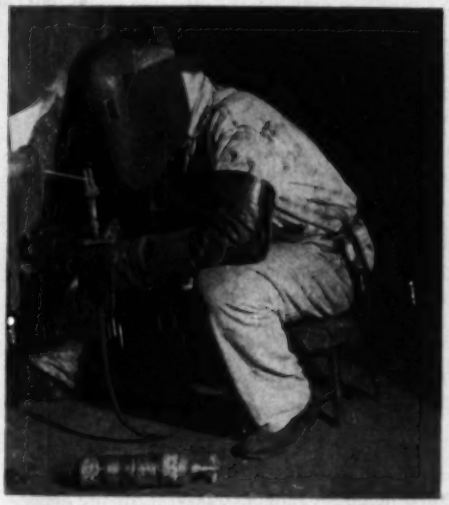
4. The clothing of the welder must not be highly flammable, must present no pockets or folds in which hot metal may accumulate, must completely cover all skin surfaces.

5. A long leather apron with a high bib is desirable for outer clothing.

6. Shirts should have no pockets.

7. Trousers should have no cuffs.

8. Gloves with long gauntlets will prevent metal from burning the welder's wrists.



The welder is protected by helmet, gauntlets, and leather sleeves. Note fire extinguisher.

9. Shoes should have tops high enough to extend up inside the trouser leg.

10. Woolen clothing is preferable to cotton since it both offers more insulation from the heat of the welding or cutting process and is more flame resistant than cotton.

11. Goggles should be worn at all times whether or not the welder is wearing his face mask. Goggles not only protect the eyes from chips, sparks and molten metal but also offer some protection from the flash of a near-by welding or cutting operation.

12. Ignite the gas torch with the sparking lighter or other safe device to avoid serious burns on fingers or hands. Never use a match.

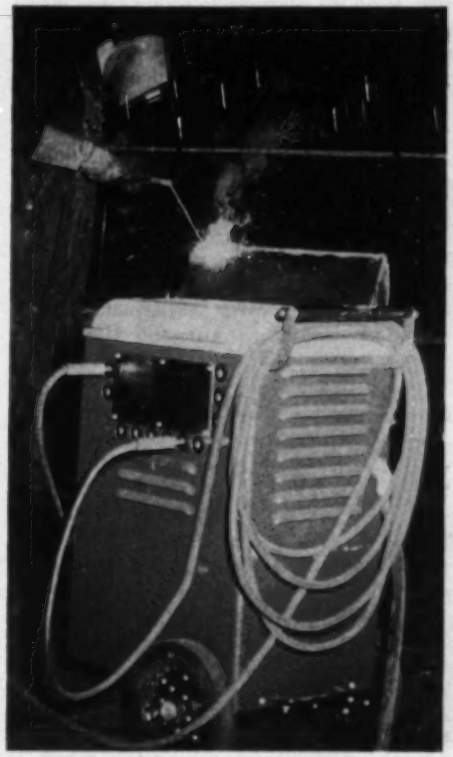
13. The electric arc is an excellent source of ultra-violet (as well as infra-red or heat)

rays. Continued exposure has a harmful effect on the eyes and skin. Ultra-violet rays do not usually produce permanent damage to the eyes but the temporary effects may be very painful. Therefore:

14. Goggles, helmets and shields for eye protection on welding operations should be designed to conform to the American Standard Safety Code for the Protection of Head, Eyes and Respiratory Organs, Z2-1938, Handbook H-24, National Bureau of Standards.

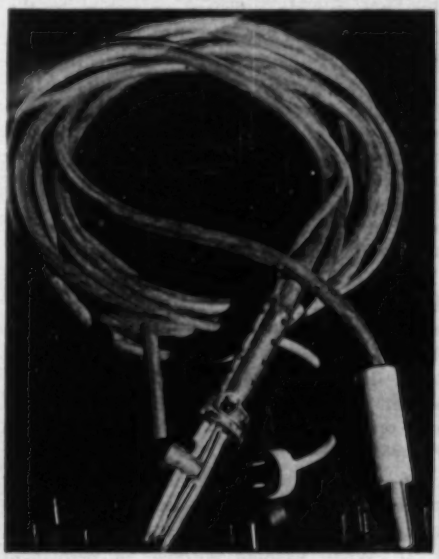
15. You cannot tell, merely by looking through a glass, whether or not it affords enough protection against the harmful rays of an arc. Specific shades have been set up as standards and these standards should be followed rigorously.

16. In practice the ultra-violet shield is protected from metal sputter and fracture with less expensive clear glass. Safe practice requires that this clear glass be flat to ½ prism diopter. Window glass will not, ordinarily, meet this specification.



A 3-conductor cable runs from the machine to the power supply. One is a permanent ground.

17. Most electric arc welding machines operate within the range of 30 to 80 volts which is popularly supposed to be too low to be hazardous. *This is erroneous!* Open circuit voltage may go to 250 V. In any case current flow is the factor which causes injury in electric shock. Experimental and field data from authoritative



A fully insulated electrode holder with work and electrode leads to the transformer.

sources indicate that an **alternating current of one-tenth** an ampere at commercial frequency may be fatal if it passes through the vital organs. **A current flow of two-hundredths** ampere is the limit at which a person can still turn loose of an object held in his hand. *Such currents may easily be obtained on contact with low voltage sources.*

18. Dry skin has a resistance of from 100,000 to 600,000 ohms. Wet skin has a resistance of only 1,000 ohms. This latter may be less than the resistance of the arc particularly at the instant the arc is broken.

19. The welder must be insulated. Dry leather gloves and a non-conductive flooring should be standard.

20. Electrode holders which are completely insulated are available and should be used.

21. Shops using portable transformers which change the commercially available electric current so that it will be suitable for welding purposes must provide for adequate grounding of the transformer. If a separate grounding line is used the connections should be checked by

the instructor before current is supplied to the transformer. A more convenient method is to use a three line cable with a polarized plug connecting to a permanent ground. Where AC-DC converters are used similar grounding precautions must be made.

22. Permanent grounding of the work table does not provide sufficient protection to the welder if (a) his skin is damp, (b) the floor is damp, or (c) the open circuit voltage is high.

23. Lead-coated (painted) or zinc-coated (galvanized) surfaces offer fume hazards to welders using either electric arc or gas processes. Other noxious fumes, depending upon the base metal being welded and the welding rods used, may include the oxides of nitrogen and carbon, copper, manganese selenium, silica, arsenic, titanium and fluorine.

24. The welding code (*Electric and Gas Welding and Cutting Operations.* Z-49.1. American Standards Association) gives definite standards for ventilation.

25. In general when clean carbon steel is welded in large or well-ventilated areas with bare or coated carbon steel electrodes, no health hazard exists.

26. Welding screens should project no lower than about two feet above the floor. This is to aid ventilation.

27. When welding is done in permanent booths, local exhaust hoods or air-line respirators approved by the United States Bureau of Mines are used.

FIRE

28. Fire prevention in the welding shop is largely a matter of good housekeeping. In flame cutting from a height of 7 feet with the correct pressure of 35 pounds, sparks will fly and bounce throughout an area with a 16 foot radius. Increased pressure or increased height may increase the radius to 34 feet.

The hazardous area depends upon both the gas pressure and the height of the welding or cutting operation.

29. No flammable material, wood, gas, liquid or fabric should be allowed in this district.

30. Where welding or cutting must be done in an area from which flammable materials cannot be removed, asbestos or metal sheets or flame-proofed tarpaulins should be used to cover the materials.

31. A watch for smouldering fires should be maintained in the area for at least one-half hour after the welding or cutting has been finished.

32. Where drums, tanks or other containers of flammable fluids are to be repaired special precautions must be taken to prevent a fire or explosion.

33. If the drum, tank or container contained water-soluble liquids, (alcohol for instance) the container should be over-flowed with hot water until no trace of the flammable liquid is present in the spill water.

If the container held a water non-soluble substance, (oil, grease or gasoline for instance) the tank should be steamed until it is clean and free of scale.

34. An inert gas such as nitrogen or carbon dioxide should be used to fill the container.

35. Where this last is impossible it is permissible to fill the container to within a few inches of the repair zone with water. If this is done it is imperative that adequate venting be provided since the welding operation may vaporize enough water to cause an overflow or violent eruption.

36. Never use grease or oil on the fittings, gauge or hose fittings of the oxygen supply. These hydrocarbons are flammable and in the presence of oxygen are highly flammable.

37. Never use as an oxygen hose a hose which has previously been used for compressed air. The air compressor will contaminate the hose interior with lubricating oil. Use oxygen, not air, to blow a new hose.

38. In permanent oxygen supply pipelines assemble the lines and fittings without the use of paint or pipe dope. While oxygen will not burn it does support the combustion of flammable materials and in sufficient concentrations lowers their flash points and changes fires to explosions.

39. Do not crack the valve of hydrogen supply tanks before attaching the regulator. Hydrogen burns with explosive violence.

40. It is good practice to provide each welder with a fire extinguisher of either the carbon dioxide or carbon tetrachloride type. CAUTION. The soda-acid type extinguisher has no place in the welding shop. The fluid is an electrolyte and its use might result in a severe shock to the user.

41. Acetylene generators present a series of fire and explosion hazards. Unless special reasons exist for their use, they have no place in the school welding shop.

42. When shutting down the welding or cutting operation always close the acetylene valve at the torch before closing the regulator valve. If the regulator valve were closed first the sweep of oxygen would partially evacuate the acetylene line. This would result in drawing some oxygen into the line which, when the operation was resumed, might cause a flash back.

43. Dual line hoses in which the oxygen and acetylene or hydrogen share a common wall are not recommended. Intermixing of the gases is possible with a resultant explosion. Where the oxygen and acetylene or hydrogen hose are taped together for ease in handling the tape should not cover more than four inches of each eight inches of hose length.

44. Non-sparking wrenches only should be used to remove or tighten container and hose fittings.

45. Leaky tanks should be removed from the building immediately. The tanks should be vented cautiously and the tank owner should be notified.

EQUIPMENT HAZARDS

46. Specially constructed dollies which may be built in the school shop provide firm anchorage for both the tank of oxygen and the tank of acetylene or hydrogen.

47. Lacking such special equipment the tanks must be chained against the wall in an upright position.

48. Regulator valves which bleed, i.e. allow more than the gauged pressure to build up in the hose line, should be sent promptly to their manufacturer. Regulator valve repair is highly specialized.

49. Fittings between the tank and regulator valve and between the regulator valve and the hose should be tested with soap-suds to make certain that they are gas tight.

50. Shut-downs should be made by closing the tank valve.

51. To insure that no dirt interferes with the operation of the regulator apparatus the tank valves of oxygen, acetylene and inert gases should be cracked and then closed before attaching the regulator. Do NOT crack the valves on tanks of hydrogen.

52. Do not use the regulator apparatus as a hook on which to hang the torch.

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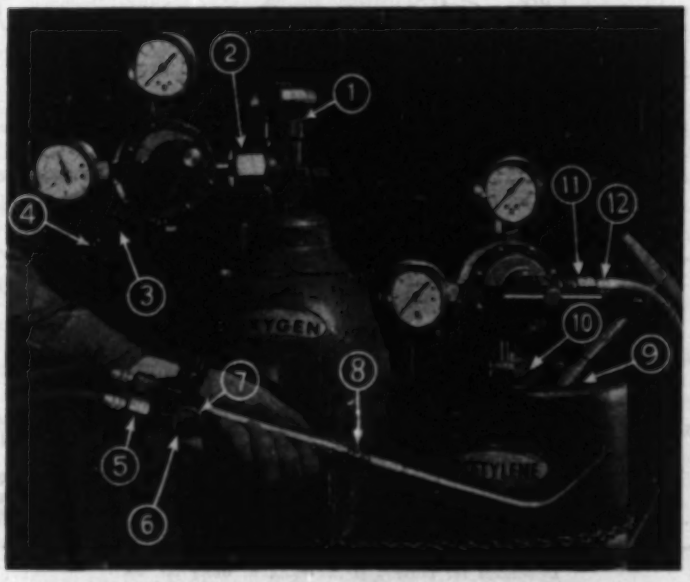
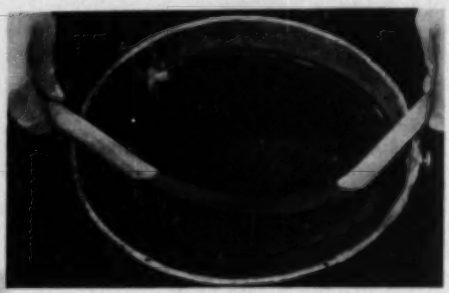


There are twelve connections on the gas welding system where leaks may occur. The twelve are shown above. Test these with soapsuds.

53. Neat housekeeping requires that hoses be coiled.

54. Use the green hose for oxygen only. Use the red hose for combustible gases.



To test the oxygen hose for leaks: With working pressure inside, hold it under water. Watch for bubbles. Use soapsuds to test ends near torch.

CONTUSIONS AND BRUISES

55. Masks and goggles worn by welders severely reduce vision under normal light and thereby impose extra housekeeping precautions.

56. Welding rod butts should never be dropped on the floor. A bucket partially filled with sand is the proper container.

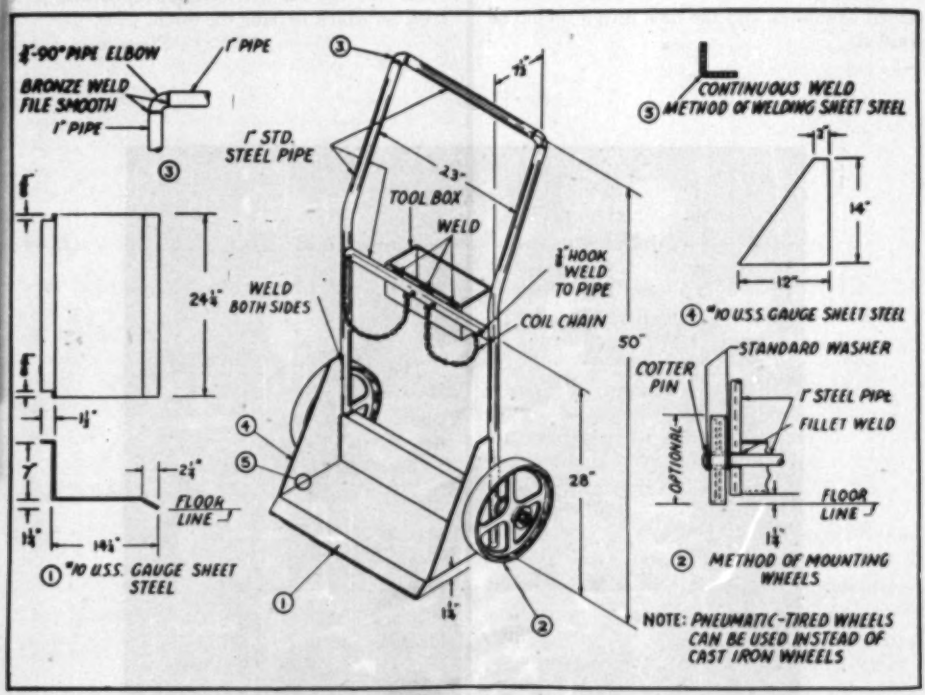
57. Cut-off sections of angle or strap iron should be returned to inventory or put in a metal-walled scrap bin. They should never be allowed to accumulate on the floor.

58. Small piece work should be securely fastened to the welding table with C-clamps or other devices so that it cannot be accidentally knocked off with possible injury to the welder.

THERMIT WELDING

59. The super-heated steel and hot slag which result from the thermit process of welding present some particularly acute fire hazards. Because of the possibility of overflow or of mould breakage thermit welds made indoors should be done only over a sand, clay, asbestos or other non-fusing, high melting point substance which has a large enough area to contain all the hot metal which might be spilled.

(Please turn to page 36)



Directions for making a two-cylinder dolly for the safe transportation of gas cylinders in the school welding shop. Note that the dolly is provided with chains for anchoring the cylinders.

for exceptional effort

215 Schools Win Honor Roll Award

by NILS A. LOFGREN

TWO HUNDRED and fifteen schools, a record number, have been awarded Honor Roll Certificates by the National Safety Council in recognition of their active participation in a program of safety education during the 1950-51 school year.

Eight additional schools, that have won Honor Roll recognition every year since the award was first made in 1945, have submitted their programs and exhibits to the Honor Roll judges who will make their decisions at an October meeting.

Judges are Forrest E. Long, professor of education, New York University, New York City; Thelma Reed, principal, William Volker school, Kansas City, Missouri; and Peter B. Ritzma, district superintendent of schools, Chicago, Illinois.

After the first three years of Honor Roll listing standards become progressively higher. Continued listing requires a constant improvement in the school's safety program. School programs are always considered *vis-a-vis* the local situation.

The Honor Roll is the National Safety Council's way of awarding recognition to those schools which have well-rounded safety programs adapted to the needs of their own communities.

All schools that have a subscription to the Instructional Material Service or the School Shop Service of the National Safety Council are eligible.

In addition to providing recognition for these programs, the Honor Roll also serves to indicate to schools how their programs can be improved and student interest in safety increased.

To apply for the Honor Roll, a school must submit (1) an evaluation check list of its program and (2) a testimonial signed by a local committee of four saying that in the committee's opinion the school deserves recognition.

The local committee is composed of the school principal, the president of the parent-teacher association (or a responsible member of another parent group), a student and a local civic leader.

Many schools arrange special presentation ceremonies for the awarding of their Honor Roll Certificates. Last year, for example, the McKinley Vocational High School in Buffalo, New York, held a special school assembly for the presentation of their second-year certificate. In Erie, Pennsylvania, the local safety council and the school system co-operated in putting on presentation ceremonies for the Erie schools which received the Honor Roll Certificates. And in Oak Ridge, Tennessee, where eleven schools met the Honor Roll requirements last year, the city manager and members of the Public Safety Department made the presentations.

The application materials for the 1951-52 Honor Roll are now being mailed to all schools eligible to participate. The applications should not, however, be submitted to the National Safety Council until next spring. The materials are sent out early so that they can be used as a guide in conducting the safety program for the current school year.

If your school has a subscription to one of the Council's school safety services and has not received the Honor Roll materials, write to the Council and we will send you your materials at once.

NILS A. LOFGREN is a Traffic Safety consultant in the School and College Division of the National Safety Council and is staff representative for the National School Safety Honor Roll.

Honor Roll

awarded by

THE NATIONAL SAFETY COUNCIL

for

EXCEPTIONAL EFFORT IN SAFETY

1951

6th YEAR

EDISON
ENCINAL
FRANKLIN
HAIGHT
LONGFELLOW
MASTICK
WASHINGTON
WEBSTER
Alameda, Cal.

GLENVILLE
Glennville, Conn.

NORTH MIANUS
Riverside, Conn.

LINCOLN
Elmhurst, Ill.

HAMILTON HIGH
Hamilton, Ohio

JOHN M. PATTERSON
Philadelphia, Pa.

CEDAR HILL
ELM GROVE
GLENWOOD
HIGHLAND VIEW
JEFFERSON JR. HIGH
LINDEN
OAK RIDGE HIGH
PINE VALLEY
SCARBORO
WILLOW BROOK
WOODLAND
Oak Ridge, Tenn.

COLUMBIA HIGH
JEFFERSON EL.
LEWIS AND CLARK
ELEMENTARY
SACAJAWEA EL.
MARCUS WHITMAN EL.
Richland, Wash.

5th YEAR

SHERIDAN JR. HIGH
New Haven, Conn.

UNITED OAKS
Hazel Park, Mich.

SAMUEL GOMPERS
VOCATIONAL AND
TECHNICAL
New York, N. Y.

4th YEAR

FRANKLIN ACADEMY
Columbus, Miss.

DUNKIRK INDUSTRIAL
HIGH
Dunkirk, N. Y.

STAIR TECHNICAL
HIGH
Knoxville, Tenn.

MAGNOLIA
Seattle, Wash.

MADISON PUBLIC
SCHOOLS
Madison, Wis.

3rd YEAR

CERRO GORDO HIGH
Cerro Gordo, Ill.

MECHANIC ARTS HIGH
St. Paul, Minn.

CAMDEN CITY PUBLIC
SCHOOLS
Camden, N. J.

SOUTH MOUNTAIN
South Orange, N. J.

SANTA FE CITY
SCHOOLS
Santa Fe, N. M.

McKINLEY
VOCATIONAL HIGH
Buffalo, N. Y.

DOLGEVILLE CENTRAL
Dolgeville, N. Y.

LAKEWOOD HIGH
Lakewood, Ohio

ANDREW JACKSON
Kingsport, Tenn.

JOHN BALL
ELEMENTARY
Richland, Wash.

BELOIT VOCATIONAL
AND ADULT
Beloit, Wis.

2nd YEAR

JOHN S. JONES JR. HIGH
Gadsen, Ala.

ELEMENTARY
LABORATORY
Jacksonville, Ala.

BALBOA
Glendale, Cal.

REDLANDS PUBLIC
SCHOOLS
Redlands, Cal.

ALVARADO EL.
BELDING ELEMENTARY
CASTRO ELEMENTARY
FAIRMONT EL.
GRANT ELEMENTARY
HARBOR GATE EL.
HARDING EL.
HARRY ELLIS JR. HIGH
KENSINGTON EL.
LINCOLN ELEMENTARY
MIRA VISTA EL.
NYSTROM EL.
PERES ELEMENTARY
POTRERO EL.
PULLMAN EL.
ROOSEVELT JR. HIGH
SEAPORT ELEMENTARY

STEGE ELE
WASHINGT
WOODROW
Richmond

MISSION H
HIGH
San Franc

LAKEWOO
Lakewood

OLD GREE
Old Green

GEORGE W
HIGH
Indianapo

MISHAWAK
SCHOOLS
Mishawak

MISSOURI
SCHOOL S
Missouri

WHITTIER
Sioux City

RUTH MO
Ft. Thom

CENTRAL
East Lans

OUR LADY
ANGELS
Detroit, M

BATTLE C
PUBLIC SC
DEER CRE
Battle Cre

DISTRICT
GOOD CHI
HUGHES, I
MADISON
SCHOOLS
ROMAN ST
ST. JOHN'
ST. LEONA
CATHOLIC
ST. PETER
Madison,

DISTRICT
MEADOW
PUBLIC SC
RIVERVIE
Meadow

WEST EMI
DIST. 50
ROSEHILL
DISTRICT
NEWMAN
PUBLIC SC
Newman

DISTRICT
HILLVIEW
JEFFERSO
LINCOLN
MONROE
NEW GRA
NORFOLK
OLD GRA
SACRED H
VICTORY,
WASHING
Norfolk,

TILDEN PUBLIC
Tilden, Neb.

AIRFIELD EL.
ALTA VISTA JR. HIGH
CARLSBAD HIGH
CARVER
CRAFT ELEMENTARY
EDDY ELEMENTARY
EDISON ELEMENTARY
EISENHOWER JR. HIGH
HILLCREST EL.
ROOSEVELT EL.
Carlsbad, N. M.

MESA ELEMENTARY
Los Alamos, N. M.

SCHOOLS I, II, III, DIST. 9
Corning, N. Y.

NANUET PUBLIC
Nanuet, N. Y.

BRIGHTON NO. 1
Rochester, N. Y.

ST. JOHNSVILLE CENTRAL
St. Johnsville, N. Y.

FILLMORE EL.
JACKSON
MADISON
PIERCE
TAYLOR ELEMENTARY
VAN BUREN
Hamilton, Ohio

EASTON HIGH
Easton, Pa.

ACADEMY HIGH
EMERSON
ERIE TECHNICAL
STRONG VINCENT HIGH
Erie, Pa.

GEORGE WASHINGTON
KINGSLEY EL.
Kingsport, Tenn.

CARMICHAEL JR. HIGH
SPALDING EL.
Richland, Wash.

1st YEAR

KENNEDY ELEMENTARY
Birmingham, Ala.

WOODSTOCK
Alameda, Cal.

SUNSET ELEMENTARY
Hayward, Cal.

EL CERRITO HIGH
J. O. FORD ELEMENTARY
Richmond, Cal.

FAIRMONT
San Leandro, Cal.

VILLAGE SCHOOL
San Lorenzo, Cal.

JULIAN CURTISS
Greenwich, Conn.

W. A. BLOUNT JR. HIGH
Pensacola, Fla.

ST. GENEVIEVE
Chicago, Ill.

WASHINGTON
Elmhurst, Ill.

GIBSON CITY COMMUNITY
Gibson City, Ill.

KEWANEE COMMUNITY
Kewanee, Ill.

THOMAS METCALF
Normal, Ill.

ROCK ISLAND PUBLIC SCHOOLS
Rock Island, Ill.

BREMEN (German Twp.)
Bremen, Ind.

HAWTHORNE
Elkhart, Ind.

THORNTON JR. HIGH
Terre Haute, Ind.

AUBURNDALE
Louisville, Ky.

PLEASANT VIEW ELEMENTARY
Kensington, Md.

COPERNICUS JR. HIGH
Hamtramck, Mich.

JOHN D. PIERCE
Marquette, Mich.

BOARDMAN
CENTRAL
ELMWOOD
OAK PARK
UNION STREET
Traverse City, Mich.

GREENWAY HIGH
Coleraine, Minn.

HOPKINS ELEMENTARY
Hopkins, Minn.

COLLEGE LABORATORY
Warrensburg, Mo.

JOHNSON HIGH
Johnson, Neb.

BELL SCHOOL, DIST. 29
Newman Grove, Neb.

DIST. 20, MADISON CO.
Norfolk, Neb.

ROLLING PRAIRIE, DIST. 76
Tilden, Neb.

WHEELOCK
Keene, N. H.

CONSOLIDATED DISTRICT B
Fallon, Nev.

LINDEN AVENUE
Glen Ridge, N. J.

HADDONFIELD JR. HIGH
Haddonfield, N. J.

SEWANHAKA HIGH
Floral Park, N. Y.

ODESSA CENTRAL
Odessa, N. Y.

PERRY CENTRAL
Perry N. Y.

GREENVALE ELEMENTARY, DIST. 1
Scarsdale, N. Y.

MASSEY HILL HIGH
Fayetteville, N. C.

BUCHANAN EL.
HAMILTON CATHOLIC HIGH
HARRISON
NOTRE DAME HIGH
ST. PETER IN CHAINS
Hamilton, Ohio

MADISON
Lakewood, Ohio

BRITTON ELEMENTARY
Oklahoma City, Okla.

JACKSON ELEMENTARY
LINCOLN
ROOSEVELT
WASHINGTON
Medfore, Ore.

EAST PITTSBURGH PUBLIC SCHOOLS
East Pittsburgh, Pa.

PENN ELEMENTARY
PERRY
Erie, Pa.

EASTPORT
Knoxville, Tenn.

BUENA VISTA
HATTIE R. COTTON
DU PONT EL.
ELLIOTT
Nashville, Tenn.

ST. MARY'S PAROCHIAL
Oak Ridge, Tenn.

RIPLEY GRAMMAR
Ripley, Tenn.

CRESTWOOD ELEMENTARY
Ft. Worth, Texas

ROBERT E. LEE
Bristol, Va.

MC DOWELL VOCATIONAL
Welch, W. Va.

KENOSHA PUBLIC SCHOOLS
Kenosha, Wis.

ST. JOHN'S
Little Chute, Wis.

GRANT
JEFFERSON
LINCOLN
WASHINGTON
Marshfield, Wis.

LAKEVIEW
Neenah, Wis.

SOUTH SHORE HIGH
Port Wing, Wis.

not for statisticians only

Today Seven Schools Will Catch Afire

THE FIRE gong rings. Chairs scrape against the floor as pupils push away from their desks or tables. Fire drill!

To the pupils it is a welcome interruption in the schoolroom routine. There is a chance to relax tiring muscles with a walk, to forget for the moment what the class was studying.

That is the normal picture.

But today—in seven schools—the first gong is not ringing for practice. It is the real thing!

That statement is not quite true. If "today" is Saturday or Sunday, or if "today" is outside of school hours the gong may not ring, but the fire will burn according to the National Fire Protection Association.

Seven schools in the United States will have fires today.

Losses will range upward from "trifling" to total loss. Fourteen that burned last year were classified as "large loss fires," that is the damage exceeded $250,000. In two instances the damage was $500,000 or more. The dollar loss in the 14 fires was $5,451,000.

In a study of 1,116 school fires the NFPA found 3.8 per cent occurred in trade schools; 10.8 per cent in private schools; 22.5 per cent in colleges; and 62.9 per cent in public schools.

Where did the fires originate? The place was definitely known for 613 fires. In 36.5 per cent the flames started in students' areas, i.e. classrooms, workshops, auditorium, laboratories, to name the four most frequent sites.

In 34.1 per cent the fires originated in service areas; the basement, the boiler room, a closet, a storeroom, the kitchen, among others.

In 12.4 per cent the fire originated outside the building; on the roof, in the yard, the garage, the outbuildings.

Of the remaining 17 per cent the attic or roof space was the most frequent place, hallways were next. Belfry or tower, projection room, partitions, chimneys and elevator well, each accounted for two or more of the 613 fires.

What was the cause of the fire? In 565 cases the cause was definitely known.

Cause	No. Fires	Percent
Misuse of electrical equipment or defective wiring	94	16.6
Smoking, matches	68	12.1
Spontaneous ignition	58	10.3
Incendiary	50	8.8
Faulty heating equipment	47	8.3
Chimneys, flues	36	6.4
Flammable liquids, vapors	28	4.9
Open flames, sparks	25	4.4
Rubbish	23	4.1
Explosions	17	3.0
Lightning	17	3.0
Exposure	15	2.7
Sparks on roof	15	2.7
Torches, welders, etc.	11	1.9
Gas and appliances	9	1.6
Hot ashes, coals	9	1.6
Oil burners	9	1.6
Combustibles near heaters	5	.9
Sparks, friction	5	.9
Grease	3	.5
Electrical power appliances	2	.3
Fireworks	1	.2
Other	18	3.2
Total	565	100.0

Of the 1,116 school fires studied, there were fatalities in 27. Nineteen men and 18 women were killed; 337 pupils were killed. Nine firemen, other than the 19 men were killed. No data was available for one death. The toll was 384 lives.

In public school fires, the NFPA finds, most fatalities resulted from inadequate exits.

in 8,815 schools last year

Teen Agers Were Taught To Be Better Drivers

CLASSICALLY, it requires about seventy-five years of missionary work by leaders in education to win wide-spread adoption of an innovation. Such has been the history, for instance, of the kindergarten, the break from the eight-four division between elementary and secondary schools.

An innovation which promises to be an exception to this rule, and which at the same time is bridging the gap between "vocational" and "academic" education at the secondary level, is driver education.

No one, of course, can put his finger down on a map of time and space and say, "Here i when and where driver education originated."

Certainly one of the pioneers is Amos E. Neyhart, administrative head of The Institute of Public Safety, Pennsylvania State College, and educational consultant for the American Automobile Association. As early as 1931 he was stressing in his classes the necessity of teaching people how to handle the automobile.

Perhaps one reason, among others, that driver education is catching on more rapidly than some other educational innovations is the fact that influential segments of American business have sponsored the idea, thus aiding and abetting the educational missionary.

One of these segments is the Association of Casualty and Surety Companies which recently announced that within the past four years more than two million high school boys and girls have received special courses in their schools which will make them safer drivers.

School-trained drivers in the 48 states now comprise more than three per cent of the nation's sixty million drivers and their number is increasing.

Automobile dealers last year loaned schools some 5,700 cars worth more than eleven million dollars for behind-the-wheel training according to another industrial sponsor, the Inter-Industry Highway Safety Committee composed of automobile and tire manufacturers and the National Automobile Dealers Association.

This was doubtless a factor in enabling the

(Please turn to page 38)

In Erie, Pa., Maria M. Weschler, driver education teacher at Academy High school, shows the television audience of WICU-TV how pupils are given behind-the-wheel training.

majority of survey favor

Auxiliaries as Guards Of School Crossings

by IRMAGENE N. HOLLOWAY

THAT man or woman who wears an auxiliary police cap and a white Sam Browne belt, who blows a whistle and stops traffic while school children cross the street on the way between school and home, is doing a good job.

Sixteen communities that use auxiliary police or adult guards to protect children recently responded to a request for information made by the Greater New York Safety Council, Inc. The council and the Board of Education of the City of New York conducted the survey for the benefit of five parent teacher associations. Charles J. Kraft, assistant director for health education, represented the board of education.

The survey was made after a safety institute for parent teacher groups adopted a resolution calling upon the city of New York to adopt legislation providing for adult supervision at school crossings, the auxiliary police to function under the direction of the police department.

Questionnaires were sent to the police departments of twenty cities thought to be using or considering the use of adult guards for the protection of children going to and from school. Sixteen of the communities responded. Three of the responding communities did not have the plan in effect. One of the communities, Madison, Wisconsin, uses and disapproves the plan. Another, Jackson, Mississippi, is finding its usefulness decreasing.

"Very effective" was the phrase most used by the replying communities. Communities which approved the plan did so on two grounds:

(1) It protects the child.

(2) It releases the regular police for other duties.

"Very effective," reports Alexandria, Virginia, "plans are being made to employ five more such women to patrol all city schools. It is the answer to a very vexing problem where in the past the entire officer personnel of the force was devoted to such traffic at school times."

"Very effective and eliminates tying up police on school details," tersely comments Indianapolis.

Equally terse is the reply from Evanston, Illinois: "Adult guards are very effective and we are well satisfied with our program."

"The conduct of the women school guards has won the admiration of the public," is Cleveland, Ohio's response. "Too much praise cannot be given them in their efforts to protect the children."

From Oklahoma City, Oklahoma, comes this reply which answers the crucial question: "Since the installation of school crossing watchmen we have not had a school-age child killed in a school zone."

Without burdening the reader with additional favorable quotations it should be said that in Pittsburg, Seattle, Mobile and Silver Springs, Maryland, the program has unqualified endorsement.

Three adversely critical statements were produced by the questionnaire.

"Very effective the first year, less effective the past school term," is the report from Jackson, Mississippi. No reasons for the decrease in effectiveness are stated.

"Very effective while on duty," say the Los Angeles police, "but not as effective as boulevard stop signs or signals as these give twenty-four hour protection, while guard gives only five hours."

MISS HOLLOWAY is director, School and College division, Greater New York Safety Council, Inc.

The reply from Los Angeles raises two questions:

(1) Is the auxiliary policeman intended to (a) supplant or (b) supplement the traffic control sign or signal? And,

(2) How well does the motorist respond to the non-attended sign or signal when compared to his response to a traffic officer?

The only totally adverse response comes from Madison, Wisconsin. It is quoted in full:

"Not at all satisfied with arrangement either from a safety point of view or from a budgetary point of view. Only type of personnel available are old men who, because of their age, are not alert, agile, and often times do not possess good eyesight.

"It is our feeling that a well organized and supervised 'School Boy Patrol' system has many advantages over this type of protection.

"From a budgetary standpoint the police department is charged with approximately $33,000 a year which could be used to a much better advantage by hiring younger men to set up and supervise a good patrol system. It has been found difficult to discontinue system of adult guards once it has been started, therefore advise trying other methods first."

Wages paid the auxiliary police range from a low of "approximately $12" a week to a high of $30 a week with an average of $21. Hours worked range from a low of two hours a day to a maximum of five. No correlation is indicated between hours and wages, that is the report does not state that the systems requiring the longest hours pay the highest wages.

Guards are required to be on duty one hour before school, one hour after school and two hours at noon in four of the systems. Four others require guards to be on duty 45 minutes before and after school and one and one-half hours at noon. One system requires the guard to be on duty a half-hour before school and an hour at noon. Three require the guard to remain on duty only a half-hour after school.

The auxiliary police work with school safety patrols in eight communities, with traffic lights in three. One community reported each of the following: "uncontrolled; assisting children across streets and crossings; at any dangerous intersection; and clean up of slums during vacation."

The auxiliary police in two communities have civil service status. One community uses members of the parent teacher associations, one uses school teachers.

Mothers are used in three communities while two others use any able-bodied person between 21 and 65. Girls who have passed a physical examination and have had training at the police academy are used in one community.

Training requirements vary from a reported "no training" in Oklahoma City to approximately two weeks' instruction by qualified officers given in Alexandria, Virginia.

Cleveland, Ohio, gave the most detailed report on the training given auxiliary police.

At the Cleveland school, course duration not stated, the curriculum includes child psychology, laws and ordinances, conduct while on duty, how to read a signal light, nomenclature of motor vehicles, how to work with school safety patrols and practical experience.

The auxiliary police in three communities have the same enforcement responsibilities as regular police in three communities. Eight communities restrict their responsibilities.

They stand in the middle of the street when halting traffic in five communities. They stand on the sidewalks in six communities. In two communities they walk back and forth across the intersection with the children.

All the communities provide the auxiliary police with some distinctive piece of apparel or a uniform so that they may be recognized by motorists. They wear a white Sam Browne belt in five communities. They carry a stop sign or red flag in six communities.

Detroit Adopts Plan

Detroit is scheduled to join the cities using housewives as crossing guards according to the Bulletin of the Traffic Safety Association of Detroit.

The city will hire 350 women between 30 and 40 years old, preferably mothers of school age children, who live within three blocks of the school to which they are assigned. They will be equipped with white Sam Browne belts and white mittens. They will be assigned to 140 school crossings now guarded by police.

At $3 a day for each guard the program will cost $75,600 for the school year compared to the $103,290 now paid the police.

Sixty-six children were injured by blasting caps last year, an editorial in *The Explosives Engineer* for July-August 1951 says.

A 16 mm. color film, *Blasting Cap*, detailing the hazards and correct ways of handling the cap is available from the Institute's offices, 343 Lexington Ave., New York 16, New York.

Views AND REVIEWS

●●● SAFETY TEACHING AIDS

SAFETY EDUCATION DIGEST. Fall, 1951. New York University, Division of General Education, Center for Safety Education. 84 pp.

The 21 articles, written by persons familiar to those interested in safety education, "represent the most valuable of current ideas and information about driver education," according to Paul A. McGhee, dean, NYU Division of General Education, who wrote the foreword.

MACHINE TOOLS AND THEIR HAZARDS. Bulletin No. 129. United States Department of Labor, Bureau of Labor Standards. 34 p.

This report points out the hazards of machine tools, suggests methods of eliminating the hazards, and presents statistics on injuries due to machine tools.

"It is hoped that the information contained in this report will assist in reaching the goal of a 50 per cent reduction in accidents within three years," writes William L. Connolly, director, in transmitting the report.

SCHOOL BUS INSPECTION IN MICHIGAN HELPS REDUCE CAUSES OF ACCIDENTS. Dorr Stack, School Organization and Transportation, Michigan Department of Public Instruction, and C. F. Blankensteyn, Lieutenant, Michigan State Police. *The Nation's Schools.* August, 1951. p. 31 ff.

SAFETY POINTERS FOR THE FAMILY. Salt Lake City Branch of the Association for Childhood Education *and* The Board of Education of Salt Lake City. 8 pp. mimeographed. Salt Lake City, Utah.

Safety requires the cooperation of school, home and community, says this attractively illustrated bulletin which was distributed by elementary grade pupils to 13,000 homes in Salt Lake City. Five pages contain 19 specific "do's" for children, each item illustrated. Two pages are filled with numerous "Safety Pointers for My Parents." Not priced but samples might be obtained on request.

FIRE PREVENTION (In the Home)). 16 mm. Sound motion picture. Encyclopedia Britannica Films, Inc., Wilmette, Ill. 14 minutes.

Intended for middle and primary grades, the film shows a school boy making a Fire Prevention Week check of the hazards in his home. Suggested for use in health and hygiene classes or in social studies and language arts.

SAFETY IN THE HOME. 2nd edition. 16 mm. Sound motion picture. Encyclopedia Britannica Films, Inc., Wilmette, Ill. 14 minutes.

Intended for showing to middle grade classes. Suggested for use in health and hygiene, social studies or language arts. The film tells the story of Susan's mother who, hurrying to pack for an overnight trip, falls on a toy Susan has left on the floor.

SAFE DRIVING. 16 mm. Sound motion picture. Coronet Films. Chicago 1, Ill.

Intended for showing in high schools and colleges, this series of three one-reel films is said to give students an "at the wheel" experience in handling an automobile safely and skillfully. Sub-titles of the series are: Safe Driving: (a) Fundamental Skills; (b) Streets and Highways; (c) Advanced Skills and Problems.

SAFE ON TWO WHEELS, a movie produced by the Aetna Casualty and Surety Company, has been given a citation by the National Committee on Films for Safety. The movie tells the story of a boy and his bicycle. It demonstrates skillful and safe riding techniques as well as rules for proper maintenance.

CHILD SAFETY. United States Junior Chamber of Commerce Public Safety Committee. Tulsa, Okla.

A kit of free materials for safety education supervisors or teachers. Consists of (1) a set of seven paper dolls to be colored and put in a "hospital"; (2) a set of six mats of Peter and the Whifflehound, cartoon strip designed for newspaper reproduction, and (3) a set of six spot announcements for radio.

October, 1951

Lower Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11 ILL.

Teaching language arts, social studies, science and safety

Control Fire
FIRE SAFETY
Fire Can Help or Hurt Us

Sketch S9309A

Copy and —
Give correct answers.

Which pictures show how fire can help?
Which pictures show how fire can hurt?

Furnace | Forest Fire | Stove | Steel Mill | House Afire

Fire helps when we control it.

1. How does a trash burner help control fire?

2. How does a clean basement help control fire?

3. How does an electric cord in good condition help control fire?

4. How does a fireplace screen help control fire?

Answers to "Fire Can Help or Hurt Us"—1. A trash burner helps to control fire by keeping burning pieces from blowing away and starting another fire. 2. A clean basement helps to control fires by eliminating the possibility of spontaneous ignition of old newspapers or oily or paint rags. Also, a clean basement means that there is no trash near the furnace to catch fire. 3. When electric cords are frayed, they may cause a short circuit and a fire. Therefore, they should be in good condition always and should not be placed under rugs or hung over hooks or nails. 4. A screen in front of the fireplace prevents sparks from flying into the room onto rug or furniture.

Answers to "Fire Safety Test"—1. B. 2. B. 3. A. 4. B. 5. B. 6. B. 7. A. 8. B.

Prepared under the direction of Helen Halte Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y.; and Forrest E. Long, professor of education, New York University, New York, N. Y. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

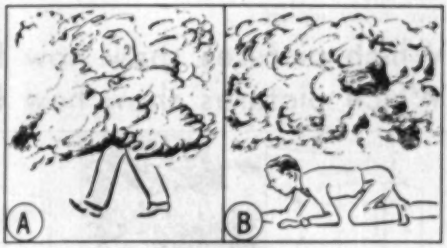
Fire Safety Test

Copy and —
Select correct answer.

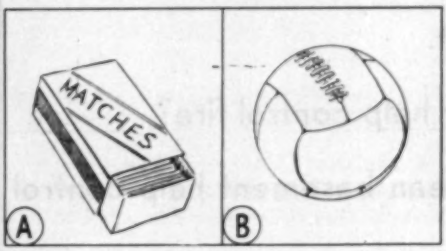
1. If someone's clothing catches fire

2. If someone shouts "fire!"

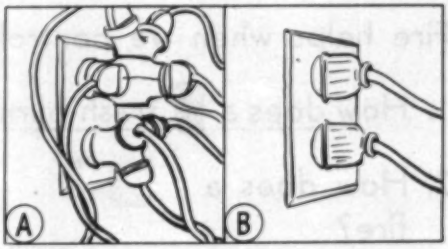
3. If you want to prevent fire



4. If you must go through smoke

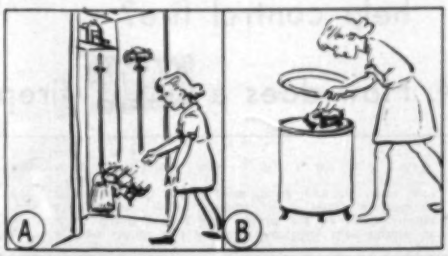


5. If you choose a plaything



6. If you want to prevent fire

7. If you are reporting a fire



8. If you polish or wax

October, 1951

Upper Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, science, homemaking and safety

Sketch S9309A

Control Fire

FIRE SAFETY

Fire Safety Test

Copy and—
Mark *true* or *false*.

_____ **1.** Fires can start themselves.

_____ **2.** To put out a grease fire in a skillet, put on the lid.

_____ **3.** When leaving a campfire, if you notice that it is small, you may go without worrying about the fire spreading.

_____ **4.** In case of fire in a public place, the quickest and safest way to get out is by pushing and running.

_____ **5.** If a person's clothing catches fire, wrap him in a rug, coat or woolen blanket.

_____ **6.** Playing with matches is foolish.

_____ **7.** When you go to the movies or other places of entertainment, it is wise to make it a habit to notice where the nearest fire exit is.

_____ **8.** It is never safe to clean clothes with gasoline because gasoline vapors may travel as far as 200 feet from the gasoline and flash back explosively.

_____ **9.** People who go to see a fire may hinder the firemen in their work.

_____ **10.** Worn electric cords may cause a short circuit and a fire.

_____ **11.** Oily dust cloths, waxing cloths or paint rags should be placed in covered metal containers.

_____ **12.** If you are awakened by a smell of fire, and the door is hot, don't open it.

_____ **13.** Sheer, net, fluffy or napped materials are more likely to catch fire than hard-finished or closely-woven materials.

_____ **14.** Throw away used matches only after you have held them under a faucet or have checked to be sure they are cool enough to touch.

_____ **15.** Stoves are likely to explode if kerosene is used to kindle the fire.

_____ **16.** Keep campfires small and be sure to clean the area of leaves and other materials before building any fire.

_____ **17.** Old newspapers, especially if they are in a damp place, may ignite spontaneously.

_____ **18.** Even though it is very cold, it is dangerous to fire a stove or furnace so much that heating equipment becomes overheated.

Answers to "Fire Safety Test"—1. T, 2. T, 3. F, 4. F, 5. T, 6. T, 7. T, 8. T, 9. T, 10. T, 11. T, 12. T, 13. T, 14. T, 15. T, 16. T, 17. T, 18. T.

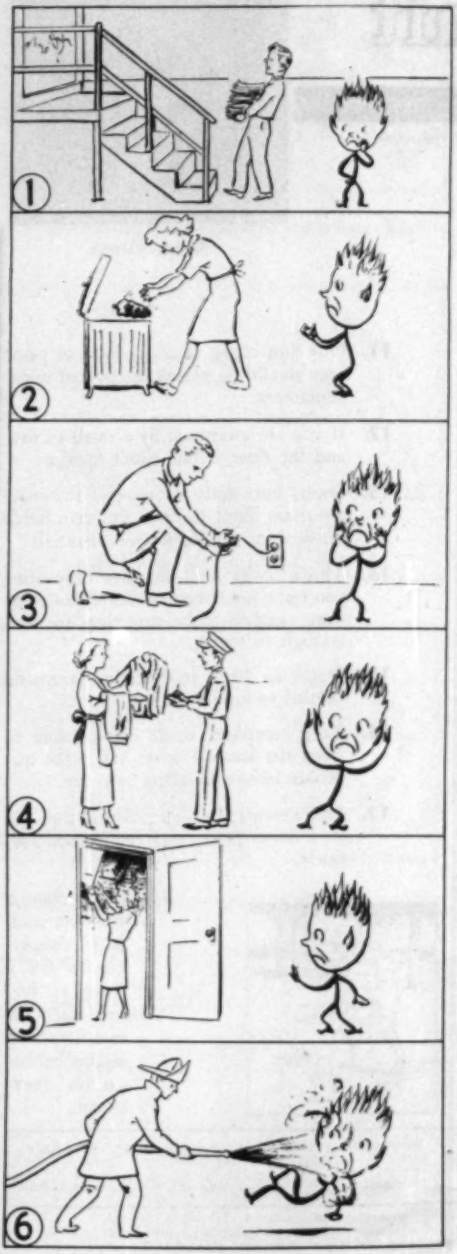
Answers to "How We Can Keep Fires From Starting"—1. use a flash light, 2. keep basements clean, 3. they are in good condition, 4. send clothes to dry cleaners to be cleaned, 5. place them in covered metal containers, 6. call the fire department.

Prepared under the direction of Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y.; and Forrest E. Long, professor of education, New York University, New York, N. Y. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

How We Can Keep Fires From Starting

Copy and —

Complete each safety reminder. In each box, place the number of the picture in left-hand column which illustrates the safety reminder.



☐ Because using a candle or match to look for something may cause clothing to catch fire, _____.

☐ Because naphtha, benzine or other flammable cleaning fluids may explode into flame, _____.

☐ Because old newspapers may ignite spontaneously, _____.

☐ Because oily or paint rags may ignite spontaneously, _____.

☐ Because frayed electric cords may cause a short circuit and a fire, cords should not be placed under rugs or over hooks and they should be examined to be sure that _____.

☐ Because fire spreads rapidly, the first thing to do in case of fire is to close the door on the fire and _____.

Junior High Safety Lesson Unit

October, 1951

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11 ILL.

For use in English, social studies, mathematics, science, guidance and homeroom

Sketch S9310A

Check Danger Spots

FIRE AND HOME SAFETY

Introduction

There are about 336,000 home fires every year. Home property loss is estimated at more than $200,000,000. This cost must be paid for by home owners, either by payment for replacements or by payment of fire insurance premiums. More important than the financial cost is the fact that about 6,500 persons die every year in fires and from burns. Can we afford 175 deaths a day from fire?

Let's check the fire danger spots in town and farm homes. Even though you now live in town, you should know the fire danger spots in farm homes. Even if you now live on a farm, you should know the fire danger spots in city or town homes. Americans are a mobile people.

Fire Danger Spots in Town Houses

Copy and —
Fill in blanks.

1. Keep cellar, storerooms and attic free from _____, old rags, old papers and broken furniture.

2. Ashes should be collected in _____ containers and disposed of promptly.

3. Fires should be started with paper and kindling only, never with _____.

4. Your stove pipes, chimneys and furnace should be cleaned and inspected every _____.

5. Floors under stoves and heaters should be protected by _____.

6. Clothes should never be cleaned with _____ or _____.

7. Oil mops or oily rags should be kept in covered _____ containers.

8. On account of the danger of falling asleep, no one should smoke in _____.

9. Only _____ should be used in the fuse box; never coins or metal.

10. Matches should be kept in _____ containers out of the reach of _____.

Fire Danger Spots in Farm Homes

Copy and —
Fill in blanks.

1. The principal farm buildings should have _____ with good ground connections for lightning protection.

2. Wire fences should be _____ for lightning protection.

3. Fuses of proper amperage (usually _____) should be used to protect circuits.

4. Extension cords should not be placed _____ rugs, _____ pipes or nailed to the wall.

5. Gasoline and kerosene (one gallon or more) should be stored _____ ground or at a safe _____ (75 feet or more) from buildings.

6. All flammable liquid containers should be _____ and sealed.

7. All lamps and lanterns should be filled during _____ hours and hung safely when lighted.

8. Brooder stoves should be of approved types and should be safely installed in _____ buildings.

9. Leaves, weeds, grass or flammable rubbish should not be left under or _____ buildings.

10. Rubbish should not be burned on a _____ day or near buildings or hay stacks. A fire should not be left until it is _____.

Prepared under the direction of Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y.; and Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

Things You Should Know

Copy and —
Follow directions for each section.

Mathematics Problems About Fire Safety

Solve each problem.

1. The total property loss from fires in the United States was $172,000,000 in 1915 and $652,000,000 in 1949. How much greater was the property fire loss in 1949?

2. If 80 per cent of the 7,500 homes in one town carry fire insurance, how many homes in that city are protected against loss by fire?

3. Mr. and Mrs. Smith insured their home for $9,000, and their furnishings for $2,000. The insurance premium on the house was 25 cents per $100, and on the furnishings was 30 cents per $100. What did they pay for the insurance of their home and its furnishings?

4. In 1949, there were 6,500 persons killed from burns, including fires. Of this total, 1,602 were under 5 years of age. About what per cent of the deaths from burns in 1949 were children under 5?

5. In a recent year the National Safety Council reported that 8,100 fires were caused by spontaneous ignition. The property loss from such fires totalled $23,300,000. What was the average loss for each fire caused by spontaneous ignition?

What Do You Know About Spontaneous Ignition?

Fill in blanks.

1. The process of fires starting themselves is called _____ _____.

2. Greasy rags, oily rags or paint rags may ignite themselves if they are piled in poorly _____ places. They should be kept in _____ containers.

3. Hay or grain may ignite spontaneously if it is stored while _____ or in a poorly ventilated place.

4. When stored in _____ places, old newspapers may ignite spontaneously.

5. Oily dust mops may ignite spontaneously. Scientific housekeeping does _____ recommend the use of oily dust mops on waxed floors.

A Science Test About "Flaming Fabrics"

Cross out incorrect answer

1. Cotton chenille is one of the {most / least} flammable of materials.

2. Wool and nylon are {as flammable / not as flammable} as cotton.

3. Veils and net burn {quickly / slowly}.

4. Flannelette is {very easy / very difficult} to ignite.

5. Flame-retardant finish fabrics {have been / are yet to be} developed.

6. Sheer dresses and veils are especially {dangerous / safe} if lighted candles are nearby.

7. Cotton-chenille dressing gowns {should be worn / should not be worn} while getting breakfast.

8. Acetate rayon {does not burn / burns} as fast as other rayon materials.

9. If someone's clothes should catch fire, you should have him {roll on floor while you wrap rug round him / run for water and help}.

10. Lighting cigarettes when wearing veils is {extremely dangerous / relatively safe}.

11. People should not smoke in bed {because cotton sheets may ignite quickly / because blankets may be damaged}.

Answers to "Fire Danger Spots in Town Houses"—1. rubbish; 2. metal; 3. gasoline or kerosene; 4. year; 5. metal; brickwork or cement; 6. gasoline, benzine or any flammable cleaner; 7. metal; 8. bed; 9. approved fuses; 10. metal; children.

Answers to "Fire Danger Spots in Farm Houses"—1. lightning rods; 2. grounded; 3. 15; 4. under, over; 5. under, distance; 6. labeled; 7. daylight; 8. isolated or separate; 9. near; 10. windy, out.

Answers to "Mathematics Problems About Fire Safety"—1. $480,000,000; 2. 6,000; 3. $28.50; 4. about 25 per cent; 5. $2,876.54.

Answers to "What Do You Know About Spontaneous Ignition"—1. spontaneous ignition; 2. ventilated, metal; 3. damp; 4. damp; 5. not.

Answers to "A Science Test About 'Flaming Fabrics'"—1. most; 2. not as flammable; 3. quickly; 4. very easy; 5. have been developed; 6. dangerous; 7. should not be worn; 8. does not burn; 9. roll on floor while you wrap a rug around him; 10. extremely dangerous; 11. because cotton sheets may ignite quickly.

October, 1951

Senior High Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, American history, American problems, homemaking, guidance and homeroom

Sketch S9310A

Check Danger Spots

FIRE AND HOME SAFETY

Home Fire Safety Knowledge Checkup

Copy and—
Mark *true* or *false*.

1. Electric cords should be placed under rugs where they are not likely to receive greatest wear.
2. Rags used to wax floors should be disposed of immediately or kept in covered metal containers.
3. The National Safety Council recommends that for safety reasons all dry cleaning be sent to commercial dry-cleaning establishments.
4. Some insecticide sprays may explode if near a lighted cigarette.
5. Gasoline vapors may flash back and explode at the burning of a pilot light on a stove 100 feet away.
6. Frayed electric cords are fire hazards.
7. Dispose of ashes in sturdy wooden or cardboard boxes.
8. Curtains should not be hung on windows near a gas stove.
9. Kerosene rather than gasoline is safe to use in quickening a fire.
10. Naphtha and benzine are safe home cleaning agents.
11. Antifreeze solutions are flammable and should be handled with care.
12. Many fires are caused because people do not have furnaces, chimneys and flues cleaned regularly.
13. Smoking in bed is dangerous because cotton burns readily if the smoker should fall asleep and his cigarette should touch the sheets.
14. Gasoline should be stored in the basement.
15. Substituting a coin in a fuse box is safe only for an emergency period not to exceed a day.
16. Old newspapers may ignite spontaneously if stored in a damp place.
17. Cellar, storerooms, attic and garage should be free from rubbish, old rags, old papers and broken furniture.
18. Floors under stoves or heaters should be protected by metal, brickwork or cement.
19. Plugging in a number of appliances may overload a circuit and cause a fire.
20. All electric wiring and appliances should bear the Underwriters' Laboratories seal.
21. Lightning rods, even when properly grounded, may not prove effective.
22. A match or candle may be used safely when looking for something in a closet if one is careful not to touch clothing.
23. A grease fire in a skillet should be put out with water.
24. Paint rags are especially flammable and should be disposed of immediately or placed in a covered metal container.
25. Licensed electricians are needed only for original wiring and major electrical repairs; wiring extensions and other electrical repair work can be done safely by anyone interested in home repair.

Prepared under the direction of Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y.; and Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

What Do You Know About Maintaining Your Home to Prevent Fire Loss and Casualties?

Copy and —
Answer these questions.

Note: this could be used as a quiz program for your class or another group, possibly the Parent-Teacher association. Or type or print each question at the top of a piece of paper and post without an answer one day, adding the answer the next day.

1. Why should the door to the basement fit tightly and be kept shut?

2. Why should paints, turpentine and painting materials *not* be stored near the furnace or in the attic?

3. Why should paint rags or oil rags or cleaning cloths always be kept in tightly covered metal containers?

4. Why should open lights, candles or matches *not* be used for hunting gas leaks?

5. Why should frozen pipes be thawed with warm water, never with a blow torch?

6. Why should gas heaters be permanently attached to a gas outlet with metal piping and have a shut-off valve on metal, not on rubber tubing?

7. Why should soot in chimneys and heaters be removed at least annually?

8. Why should nonautomatic gas water heaters be turned off before leaving the house?

9. Why should dust from a vacuum cleaner not be thrown into a stove with a fire or into a burning incinerator?

10. Why should coal or wood stoves (in homes or camps) be at least 18 inches from walls; why should walls near the stove be covered with insulating material and the floor beneath it covered with an insulated metal base?

11. Why should the pipe entering the chimney have a metal collar and fit tightly?

12. Why should papers, rubbish and litter be removed from the basement, especially from the area near the furnace?

13. Why should clothing not be hung near the heating plant or over electric wires?

14. Why should improper fuses not be used, even though they make it possible to have electric current?

15. Why should gasoline, kerosene or other flammable liquids not be stored in the house, basement or garage?

Answers to "Home Fire Safety Knowledge Checkup"—1. F, 2. T, 3. T, 4. T, 5. T, 6. T, 7. F, 8. T, 9. F, 10. F, 11. T, 12. T, 13. T, 14. F, 15. F, 16. T, 17. T, 18. T, 19. T, 20. T, 21. F, 22. F, 23. F, 24. T, 25. F.

Answers to "What Do You Know About Maintaining Your Home to Prevent Fire Loss and Casualties?"—1. In order that a basement fire would not be aggravated by a draft and spread rapidly; 2. Paint and turpentine may be vaporized by heat and vapors may explode if ignited. 3. Paint, oily or wax cloths may ignite spontaneously, especially if they are in a warm unventilated place; 4. The gas may ignite and explode; 5. A blow torch might cause a fire; 6. Otherwise gas pressure may cause a break; 7. The soot may catch fire and burn; 8. If the heater gets too hot, it may explode, and gas and water might escape through the house; 9. Dust is explosive; 10. So wall and floor will not become too hot, and catch fire; 11. To avoid slipping and sparks escaping; 12. Because they are a fire hazard, and may ignite spontaneously; 13. Many fabrics are very flammable; 14. They may cause a short circuit and a fire; 15. The fumes are very hard to control and may ignite from slight spark such as the slipping of a switch. If a fire should start, the presence of such explosive liquids would cause greater damage.

Answers to "Girls and Women Can Learn Fire Safety in the Kitchen."—a. Keep in metal container away from heat and out of reach of children; b. Unplug electric iron when leaving it even temporarily; c. Don't use flammable cleaning fluids; d. Keep in closed metal container; e. Don't use oil on a floor mop.

How Can We Reduce the High Female Accident Toll From Burns?

Among preschool girls many burns are caused by upsetting or falling into hot liquids. School-age girls are burned from playing with matches and from clothing catching fire from open flames. Women receive burns while working in the kitchen and laundry.

What safety precautions can be taken to prevent so many girls and women from dying from burns?

1. *Girls and women can learn how fabrics burn.* Many types of clothes worn by girls and women are highly flammable—for example cotton chenille. Cotton chenille robes should never be worn in the kitchen where the slight brush of a tiny flame may set them on fire. Sheer materials, such as net and veiling, are very flammable. A veil might easily catch fire from a cigarette. Girls wearing sheer party dresses should not carry nor get near lighted candles. Brushed knit fabrics or other long-napped fabrics burn faster than smooth-surfaced fabrics of the same fiber. Flannelette nightgowns and robes are very flammable. It is wise not to stand close to an open fire when wearing a dressing gown or dress of a flammable material. Be especially careful when wearing cotton or rayon dresses since these materials burn faster than wool, nylon, silk or acetate rayon of the same construction.

If your clothing catches fire, roll over on the ground or rug. If possible, wrap a rug or wool coat around yourself. Don't run, because running fans the flames.

2. *Girls and women can learn fire safety in the kitchen.* Name some of the safety precautions they should take with (a) matches, (b) electric iron, (c) flammable cleaning fluids, (d) polishing or waxing cloths, (e) floor mops. Add any other kitchen safety precautions which you think are important.

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Help Young Citizens

(Continued from page 3)

driver who attempts to park his car downtown or in a neighborhood shopping center. It is an appealing presentation of a serious problem.

"Traffic and Blight" shows what happens to residential sections with the influx of so many motor vehicles. Children find play areas reduced, hazards to life and limb multiplied, while residents find living conditions greatly changed. It also shows what a solution to the traffic problem may mean in increased enjoyment of life.

The remaining part of the booklet develops a plan for the solution of Baltimore's traffic problem through such topics as: "This Is the Kind of System We Need," "What Other Large Cities Are Doing," "Baltimore's Radials," "What Is an Expressway."

Traffic and You was just recently placed in the schools. Already we have had an excellent response and many classroom activities are growing out of the booklet.

MABEL K. KORBER is principal of the Highlandtown school; HARRY BARD is assistant director, curriculum bureau, Baltimore Department of Education.

for
SAFETY PATROL EQUIPMENT

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We can furnish the Sam Browne Belts in the following grade—adjustable in size. The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at $15.00 Per Doz. $1.50 each small lots.

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3¾" ARM BANDS
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Lots of 25	30c each	Lots of 100	25c each

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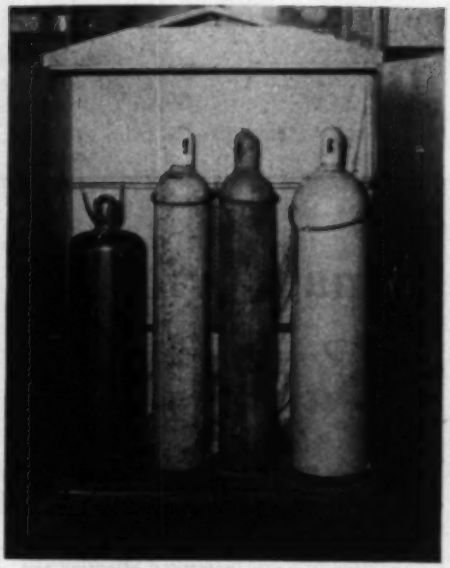
OUR RECORD 51 YEARS

AMERICAN BADGE COMPANY
129 West Hubbard corner La Salle, Chicago 10, Ill.

Welding Safely

(Continued from page 18)



Storage house for compressed gas cylinders. Note metal doors. Cylinders are chained in place.

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TO EASTER SEAL AGENCY

Appointment of Louise Baker as director of public relations for the National Society for Crippled Children and Adults, the Easter Seal agency, is announced by Lawrence J. Link, executive director. Mrs. Baker comes to Chicago from the Fels Research Institute, Antioch College, Yellow Springs, Ohio.

Professional Firemen

(Continued from page 13)

danger of playing with matches, of building bonfires, and of searching for things in dark closets with lighted matches.

The second week's lessons include the danger of putting hot ashes in cardboard or wooden containers, the importance of keeping cellars, attics and closets free of discarded materials, and the danger of an unprotected open grate fire.

During the third week we teach pupils the proper way to send in a fire alarm, we stress the importance and correct ways for having school fire drills, and we mention the dangers which follow turning in a false alarm.

For the fourth week we review the course and the pupils write short essays on fire prevention.

The groups cooperating in the program include the Scranton Council of Parent Teacher Associations, the Scranton Chamber of Commerce, the Northeastern Pennsylvania Volunteer Firemen's Federation, the Boy Scouts and Girl Scouts and, of course the Scranton Fire Department. During the summer the Jewish Community Center Day Camp, the Catholic Youth Center Day Camp, the Y. M. C. A. and Y. W. C. A. Day Camps and the Girl Scouts Day Camp participated.

Much of the success of the program, we feel, comes from the public recognition which is given to the boys and girls who enroll. The presentation of Junior Fireman badges is made by Superintendent of Fires Thomas G. Evans at a public ceremony. The local theaters and amusement parks also reward the pupils.

Miss Hallock Retires; Was Safety Teacher

"Miss Hallock, you don't read my name in the paper for 'accident on the highway'." That's what former pupils tell Miss Ada V. Hallock, who is retiring after 15 years service as sponsor of safety education and uncounted additional years as an instructor in Central High school, Bridgeport, Connecticut.

Safety was one of the problems discussed in her classes on American Democracy.

For extra-curricular activity Miss Hallock organized the Safety Club of Central High and the Junior Traffic Commission. She contributed *Safety—A Problem in Democracy* to SAFETY EDUCATION in May, 1940, and in May, 1945, *Builders of a Better Tomorrow.*

MAKE SAFETY TEACHING EASIER with the NEW

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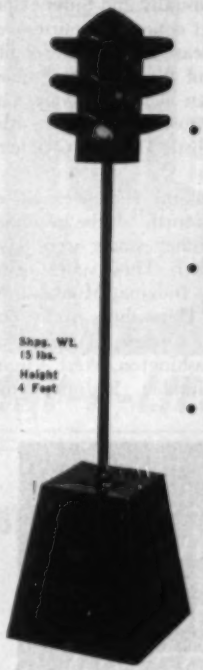

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NEW TEACHING MANUAL for traffic safety instruction. One copy free to qualified personnel. A practical 16-page guidebook on safety teaching. Prepared by a national teaching authority. Write on your official letterhead.

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Teen Agers Were Taught

(Continued from page 23)

schools to give actual behind-the-wheel training to 377,975 pupils who received driver education courses. The $30 per pupil average cost of behind-the-wheel training is probably more than many schools could afford were it not thus directly subsidized by the automobile industry.

Twenty-seven states were granted recognition by the Association of Casualty and Surety Companies. Approved driver education courses were given last year to at least half of the eligible pupils in at least half of the secondary schools in ten states. These states include Arizona, California, Illinois, Massachusetts, Michigan, Minnesota, New Jersey, North Dakota, Oklahoma and Wisconsin.

At least one-fourth of the eligible pupils enrolled in at least one-fourth of the secondary schools in seventeen other states were given approved courses last year. These states include Connecticut, Delaware, Indiana, Montana, Nebraska, Nevada, New Hampshire, New York, North Carolina, Ohio, Oregon, Texas, Utah, Vermont, Virginia, Washington, West Virginia and the District of Columbia. In four of these states at least one-fourth of the pupils enrolled in private and parochial schools likewise received approved courses in driver education.

School administrators would be reluctant to add another course to their already crowded curriculums, no matter how popularly attractive the proposed innovation, were they not convinced that the course pays dividends at least as high as those courses which the newcomer supplants.

Recent sampling studies in several states indicate that driver education cuts accidents in half and reduces traffic violations even more for students who have received adequate instruction, says the Inter-Industry Highway Safety Committee. Other recent studies in Wisconsin show that the pedestrian, too, is benefitted in his role as pedestrian by driver education courses. If the proof of the pudding is in the eating there is enough pudding, in driver education studies, to provide a satisfying meal, if not a banquet.

Indicative is the action of New York City. Last year one high school offered a course in driver education. This year, according to Irmagene Nevins Holloway of the Greater New York Safety Council, driver education courses are in the curriculums of seventy-five New York City high schools.

Of course the nation-wide progress is nowhere near so spectacular. But the Association of Casualty and Surety Companies asserts that nearly five thousand schools have added driver training to their curriculums since 1947.

Specifically 8,815 public schools gave either classroom instruction or classroom plus behind-the-wheel instruction last year. This is an increase of 725 schools over the 1949-50 school year. All told 707,262 pupils received some kind of driver education last year, the Association states.

With almost two-fifths of the nation's school offering driver education courses just 20 years after Amos E. Neyhart proposed the idea, it seems probable that driver education will be generally accepted well within the seventy-five year period.

Florida Groups Push Driver Education Law

In Florida, where the 1951 state legislature is uncertain of the values of a compulsory state-wide driver education program, a group of proponents met recently in Jacksonville to consolidate opinion in favor of the plan.

Miss Louise Smith, consultant in health and safety education with the State Department of Education, cited figures with which she showed that Florida could have averted a $2,795,000 economic loss in 1950 by an expenditure of $845,070 for driver education.

Miss Smith said that 3,979 teen age drivers were involved in accidents in Florida last year. These accidents killed 86 persons. Each fatality represents a potential loss of $65,000.

At a cost of $845,000 every Tenth-grade pupil in Florida could have driver education with behind-the-wheel training, she said. The resultant statistically supported decrease of fifty per cent in accidents would effect the $2,795,000 saving.

The Automotive Safety Foundation, the Jacksonville Automobile Dealers Association, the Florida District of Civitan International, the Jacksonville Safety Council and the Jacksonville Chamber of Commerce were among the organizations represented at the meeting.

Name Merril Yost to ASCC Position

Appointment of Merrill C. Yost, president of the Pennsylvania Driver Education Teachers Association, as educational director of its accident prevention department has been announced by the Association of Casualty and Surety Companies. Mr. Yost had been in charge of driver education in the Lancaster, Pa., high schools for the past seven years.

COMING EVENTS

October 1-4, Minneapolis

National Council on Schoolhouse Construction. (Curtis Hotel).

October 8-11, Boston

Nineteenth Annual Conference of the American Association of Motor Vehicle Administrators (Copley Plaza Hotel). Contact L. W. Harris, 912 Barr Building, Washington 6, D. C.

Oct. 8-12, Chicago

Thirty-ninth National Safety Congress & Exposition (Stevens Hotel), R. L. Forney, general secretary, National Safety Council, 425 North Michigan Ave., Chicago 11.

October 15-18, Toronto

The Association of School Business Officials.

November 1-3, Washington

Conference to devise tentative minimum standards for the integral and transit-type school bus (Shoreham Hotel). National Commission on Safety Education, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

November 6-8, Highland Park, Ill.

Third National Conference on Physicians and Schools. (Moraine Hotel). Bureau of Health Education, American Medical Association.

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Federal Yellow Flags with desired lettering and Yellow Raincoats with Hats and Cape Caps to match complete the attire of your School Patrol.

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TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Safety Film:** Information on new safety film for elementary school and junior high school students on school bus safety conduct. Young America Films, Inc.

2. **Electric Hand Driers:** Booklet on electric hand and face driers. Life sealed ball-bearing motor requires no oiling. Low maintenance costs. Chicago Hardware Foundry Co.

3. **"Porta-Flash":** Folder on portable traffic control signal which can be easily wheeled to any location to warn of pedestrian crossing or any condition where automobile traffic is to be slowed. American Signal Corp.

4. **Dental Caries:** Booklet on the prevention and control of tooth decay. Stressing important measures essential for dental health. Early and frequent examination, efficient treatment of cavities, home care of the mouth and diet. American Dental Association.

5. **"Over-All Lighting":** Illustrated booklet on advantages of adequate school lighting based on complete line of lighting units for any type building. F. W. Wakefield Brass Co.

6. **Safety Patrol Circular:** Illustrated circular on safety patrol uniform equipment, safety emblems, raincoats, helmets, caps, Sam Browne belts, arm bands, badges and buttons included. American Badge Company.

7. **Floor Maintenance:** Illustrated catalog on floor cleaning and maintenance equipment, powders, waxes, sealers and machinery for scrubbing, waxing, polishing and vacuum cleaning included. Finnell Systems, Inc.

SAFETY EDUCATION OCTOBER, 1951

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Name.....

Title.....

School.....

Address.....

City.....

Teach Fire Control

(Continued from page 12)

instructed in 'good practice' from table manners to tooth brushing. It does not follow, nor has it ever been true, that *all* abide by the good teachings."

This is the answer of the professional fire fighter, to which the educator, Mr. Mann, adds:

"I should like to supplement Mr. Porter's discussion with a few examples of school practice by which we attempt to steer a safe course between too much and too little.

"For one thing we definitely avoid fire prevention films that are too dramatic in their presentation, feeling that these arouse fears and compulsions beyond their values as preventative examples.

"We also avoid the negative approach: 'Never play with matches.' 'Don't play near a leaf or rubbish fire.'

"Our first approach is through the fireman as a person, a friend and a helper.

"He helps to keep our homes safe by inspecting for fire hazards and by being ready to put out any small beginnings of a fire quickly. We can help by inspecting our own homes, by proper handling of anything inflammable, and by knowing how to summon help if needed.

"We take children to the fire department.

"Sometimes the firemen visit school with their equipment.

"We talk about general fire safety in connection with the fire drills.

"The school also has some very definite rules against bringing matches to school and uses infractions of this rule to discuss directly the dangers.

"Still more important, we also discuss the positive aspects—safe way to store matches, using them only under proper supervision—and from this generalizing about the proper use and care of anything which could lead to destructive fire.

"In brief, the school teaches fire prevention and safety by assuming safe practices as the proper thing, by teaching safe practices, and by avoiding too dramatic presentations of any aspect of fire."

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Lieutenant Frederick Henry of Clinton, Oklahoma—Medal of Honor for sacrificing himself to save his platoon in combat near Am-Dong, Korea, September 1, 1950. When the platoon could no longer hold its position, Lieutenant Henry ordered the men to pull back. But someone had to stay behind to provide covering fire. He chose to be that man, and was lost.

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